Trinity County
Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

P.O. Box 1256 ❁ 201 Memorial Drive, Weaverville, CA 96093-1256

MINUTES

Trinity County Board of Education
Regular Board Meeting
January 21, 2026

WHERE HELD:	Trinity County Office of Education 201 Memorial Drive – Granite Room
MEMBERS PARTICIPATING:	Randy Spencer, Area I Vacant, Area II Sally Aldinger, Area III Arina Erwin, Area IV Steve Canale, Area V
MEMBERS PARTICIPATING REMOTELY:	Arina Erwin, Area IV 77-6461 Leilani Street Kailua-Kona, HI 96740
COUNTY OFFICE:	Fabio Robles, Superintendent of Schools Corey Helgesen, Assistant Superintendent of Educational Services Anthony Rebelo, Deputy Superintendent of Special Education & SELPA Director Cindy Blanchard, Chief Business Official Kaila Arnold, Executive Secretary Megan Rourke, Instructional Coach Joanne Tucker, Instructional Coach

1.0 Formal Opening

1.1 Call to Order
Sally Aldinger called the meeting to order at 1:00 p.m.

1.2 Address Board Member Erwin
Sally verified all required steps were taken to meet Brown Act Requirements for appearing remotely.

1.3 Roll Call
Area II occupies a vacant seat.

1.4 Pledge of Allegiance

1.5 Additions or Changes to Agenda
A hand out was provided for item 5.1 and a flyer was handed out for item 8.3.

2.0 **Public Communication:** Persons wishing to address the Board on any item except personnel are invited to do so at this time. In the interest of time and order, presentations from the public are limited to three minutes per person, 20 minutes per topic, pursuant to Board policy. Please state your name and address before speaking. In accordance with the Brown Act, unless an item has been placed on the agenda there shall be no action taken. The Board may 1) acknowledge receipts of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

There was no public communication.

3.0 **Accept Open Session Agenda**

Board President Aldinger asked the board for a motion to accept the Open Session Agenda.

MOTION: A motion was made by Board Member Canale, with a second by Board Member Spencer, to accept the Open Agenda. Motion passed. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

4.0 **Consent Agenda**: The following consent agenda items are considered routine by the County Board and will be enacted with one motion. There will be no separate discussion of items unless a Board member so requests, in which event the item(s) will be considered following approval of the Consent Agenda.

4.1 Minutes – December 15, 2025
4.2 Warrants – December 2025
4.3 Payroll – December 2025
4.4 BP 1000 – Concepts and Roles (second reading)
4.5 BP 1114 – County Office-Sponsored Social Media (second reading)
4.6 BP 5000 – Concepts and Roles (second reading)
4.7 BB/E1/E2 9321 – Closed Session (second reading)

Board President Aldinger asked the Board if there was any further discussion on items from the Consent Agenda. Hearing none, she asked the board for a motion to accept the Consent Agenda.

MOTION: A motion was made by Board Member Spencer, with a second by Board Member Canale, to accept the Consent Agenda. The motion passed unanimously. Aye-4, (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

5.0 **Information Items**

5.1 Presentation to the Board: Educational Services: Instructional Coaches
Assistant Superintendent Helgesen and Instructional Coaches, Joanne Tucker and Megan Rourke spoke on item 5.1.

5.2 Summary of Complaints Per Williams Uniform Complaint Procedure (October 1, 2025, through December 31, 2025)
There were no complaints.

5.3 BP 5117.1 Interdistrict Attendance Appeals (first reading)
Superintendent Robles spoke briefly on item 5.3.

6.0 Action Items

6.1 Approve School Accountability Report Card (SARC) for the 2024-2025 SY– R.I.S.E.
Superintendent Robles reviewed the SARC report with the board.
MOTION: A motion was made by Board Member Erwin, with a second by Board Member Canale. The motion passed. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

7.0 Reports

7.1 Financial Report and Oversight Update
The financial report and oversight update were included in the board packet for the members to review.

8.0 Correspondence

8.1 Annual Certification (Ed Code § 42141) Regarding Workers' Compensation – Brooks Rice, Shasta-Trinity Schools Insurance Group.
Cindy spoke briefly on item 8.1.

8.2 Association of California County Boards of Education's (ACCBE) First In-Person Event – February 20-21
Superintendent Robles spoke on item 8.2.

8.3 2026 Trinity County Excellence in Education Gala Nomination Flyer
Superintendent Robles spoke briefly on item 8.3.

9.0 Superintendent's Report

9.1 Deputy Superintendent Rebelo updated the board on:
- Staffing
- Development of the Crisis Prevention Team
- The Wonderhouse

9.2 Superintendent Robles shared:
- Information on TCOE'S new Brown Act Training Team
- Updates on the TAUSD LCAP stakeholder meetings
- Updates with the Trinity Safe Schools Collaborative
- His visit to Mountain Valley USD and Southern Trinity JUSD
- Honored Dr. Kizziar who recently passed
- His upcoming trip for the California County Superintendents General Membership Meeting

10.0 Board Reports/Announcements/Comments

Board Members Erwin and Spencer shared their reports with the rest of the board.

11.0 Adjournment

Board President Aldinger asked the board for a motion to adjourn the meeting.
MOTION: A motion was made by Board Member Spencer, with a second by Board Member Erwin. The Motion passed. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

The meeting adjourned at 2:07 p.m.

Respectfully submitted,

Fabio Robles, Ex-Officio Secretary
Trinity County Office of Education

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Checks Dated 01/01/2026 through 01/31/2026 — **Board Meeting Date 2025**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5261636	01/07/2026	Maria Coll	01-4300	CSTG Reimbursement Dec 2025		201.64
5261637	01/07/2026	Tucker, Joanne M	01-5200	Reimbursement Reg Career Compass Feb 26		50.00
5261638	01/07/2026	Rourke, Megan L	01-5200	Per Diem CPI Training Dec 2025		72.00
5261639	01/07/2026	Com-Pair Services	01-5920	25/26 Com-Pair Monthly Expenses		1,650.00
5261640	01/07/2026	Entek Consulting Group, Inv.	14-5800	3 Year Asbestos Reinspection		1,500.00
5261641	01/07/2026	Envoy Plan Services	01-5800	25/26 Envoy Plan Services		379.20
5261642	01/07/2026	Frontier Fuel	01-4300	25/26 Speech Fuel Purchases		221.87
5261643	01/07/2026	Frontier Communications	01-5920	25/26 Emergency Copper Line		85.19
5261644	01/07/2026	Hancock Park & DeLong Inc	01-5800	School Facility Consulting		487.50
5261645	01/07/2026	Interstate Oil Company	01-4300	25/26 Bulk Motor Oil		144.42
5261646	01/07/2026	101Voice	01-5920	25/26 Business Phone & Fax		602.39
5261647	01/07/2026	John W. Kizziar, DDS, INC	01-4300	Trinity Smiles Q2 2025	459.00	
				Trinity Smiles Q2 Dec 2025	120.00	579.00
5261648	01/07/2026	Jones Electric	14-5800	Granite Room Electrical Receptacles 50% PR 519		1,335.00
5261649	01/07/2026	Stacey Neill Mountain Kids Therapy	01-5800	25/26 OT Services		4,030.00
5261650	01/07/2026	O'Reilly Automotive, Inc.	01-4300	25/26 Fleet Repair Supplies		117.25
5261651	01/07/2026	Pitney Bowes Inc Reserve Account	01-4300	25/26 Postage, Lease, and Ink	5.37	
			01-5600	25/26 Postage, Lease, and Ink	478.50	
			01-5910	25/26 Postage, Lease, and Ink	194.63	678.50
5261652	01/07/2026	Plotzke Ace Hardware	01-4300	25/26 Maintenance Supplies		84.45
5261653	01/07/2026	Steven Bayless	01-4300	S. Bayless RISE Incentives and Supplies 25/26		121.58
5261654	01/07/2026	Sunbelt Staffing TTF Holdings Lockbox	01-5800	25/26 School Psycologist		2,672.25
5261655	01/07/2026	Trinity Heating & Air Conditioning Corp.	14-5800	Commercial Maintenances Dec 25		1,080.00
5261656	01/07/2026	Trinity Journal	01-5810	25/26 Advertising Expenses		245.28
5261657	01/07/2026	Trinity PUD	01-5510	25/26 Monthly Electricity		1,007.05
5261658	01/07/2026	NAPA Weaverville Auto Parts	01-4300	25/26 NAPA Auto Parts		151.44
5261844	01/15/2026	Alyssa Keyes	01-4300	CSTG Reimbursement Jan 26		4,800.00
5261845	01/15/2026	Brittany Brooks	01-4300	CSTG Reimbursement Jan 26		2,400.00
5261846	01/15/2026	Maria Coll	01-4300	CSTG Reimbursement Dec 2025		209.94
5261847	01/15/2026	Bright's Engraving	01-4300	Engraved Name Plates Leadership Photos PR520		64.35
5261848	01/15/2026	Carrel's Office Solutions	01-4300	25/26 Monthly Expenses Office Printers		221.04
5261849	01/15/2026	Fastenal Company	01-4300	25/26 Maintenance Supplies		738.11
5261850	01/15/2026	Fulcrum Biometrics	01-5800	Fingerprinting Transactions Dec 2025		2.00

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

Checks Dated 01/01/2026 through 01/31/2026 — **Board Meeting Date 2025**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5261851	01/15/2026	National Association of State Directors of Teacher Ed & Cert	01-5300	Background Check Report Yearly Subscription		600.00
5261852	01/15/2026	San Joaquin County Of Ed	01-5800	LEA Medi-Cal Billing Services Dec 25-26		413.00
5261853	01/15/2026	State Of Cal Dept Of Justice	01-5840	25/26 Fingerprint Fees		226.00
5261854	01/15/2026	Sunbelt Staffing TTF Holdings Lockbox	01-5800	25/26 School Psycologist		7,603.50
5261855	01/15/2026	Trinity Alps Unified S D	01-5800	25/26 TCOE Mini Grant		5,997.59
5261856	01/15/2026	Trinity Co Arts Council	01-5800	Alps Preschool Classes		325.00
5261857	01/15/2026	Trinity Co Dept Of Transport	01-4300	25/26 Monthly Fuel		727.79
5261858	01/15/2026	Trinity Co. Sheriff's Dept.	01-5840	25/26 Live Scan Fees		150.00
5261859	01/15/2026	NAPA Weaverville Auto Parts	01-4300	25/26 NAPA Auto Parts		33.39
5261860	01/15/2026	Weaverville CSD	01-5560	25/26 Monthly Water Service		34.50
5261984	01/22/2026	Hammond, Bonnie L	01-4300	Reimbursement Wonderhouse Supplies		86.87
5261985	01/22/2026	Aya Healthcare Inc	01-5800	Certified School Nurse Services		9,975.00
5261986	01/22/2026	Breslin Occupational Service	01-5800	25/26 OT Services		10,102.07
5261987	01/22/2026	CDW-G	01-4300	Speech Printer & Toner		1,124.31
5261988	01/22/2026	Courtney Bayley	01-5200	C. Bayley FCMAT Final Exam		450.00
5261989	01/22/2026	Elizabeth Henson	01-4300	E. Henson RISE Incentives and Supplies 25/26		31.04
5261990	01/22/2026	Human Response Network	12-7299	CSPP 5604 Q2 2025-2026		56,061.00
5261991	01/22/2026	Little Bee Speech Co.	01-5300	25/26 Speech Annual Little Hive Membership		479.96
5261992	01/22/2026	Lozano Smith	01-5850	Professional and Legal Services		1,102.67
5261993	01/22/2026	O'Reilly Automotive, Inc.	01-4300	25/26 Fleet Repair Supplies		79.51
5261994	01/22/2026	Pitney Bowes Inc Reserve Account	01-4300	25/26 Postage	5.37	
			01-5910	25/26 Postage	194.63	200.00
5261995	01/22/2026	ProCare Therapy	01-5800	25/26 Behavior Specialist		14,400.00
5261996	01/22/2026	Shasta-Trinity Schools Den	01-9580	25/26 TCOE Monthly STSIG Dental Premiums		5,854.08
5261997	01/22/2026	Shasta-Trinity Schools Med	01-9580	25/26 TCOE Monthly STSIG Medical Premiums		70,829.00
5261998	01/22/2026	Shasta-Trinity Schools Vis	01-9580	25/26 TCOE Monthly STSIG Vision Premiums		1,822.50
5261999	01/22/2026	Sunbelt Staffing TTF Holdings Lockbox	01-5800	25/26 School Psycologist		7,603.50
5262000	01/22/2026	U.S. Bank Corporate Payment Systems	01-4300	25/26 EHCY Services, Supplies and Supports	1,154.35	
				25/26 Psyc Therapy Notes Resource	379.00	
				25/26 RISE Incentives & Supplies	896.85	

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Checks Dated 01/01/2026 through 01/31/2026 — **Board Meeting Date 2025**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5262000	01/22/2026	U.S. Bank Corporate Payment Systems	01-4300	Disputed Registration Charges Reframing Conf Apr 26	460.17	
				Ed Services Meeting Supplies	14.40	
				Ed Servies Meeting Snacks	33.06	
				F. Robles Notebooks	46.10	
				J, Dixon Drinks All Staff Dec 25	15.85	
				K. Arnold Coffee Superintendents Meeting Dec 25	20.00	
				K. Arnold Fuel Regional Conf Dec 25	58.09	
				K. Arnold Incentives All Staff Meeting Dec 25	500.00	
				K. Arnold Meals All Staff Meeting Dec 25	74.97	
				Leadership Meeting Meals Dec 25	248.14	
				Office Projector - Traveling	273.36	
				Office Supplies - Cables Granite Room	19.59	
				Office Supplies - Paper Towels- Shop Heater	143.47	
				Office Supplies - Wall Frames	20.04	
				Office Supplies Coffee	25.98	
				Pearson Assessments Psych Resource	215.88	
				Pearsons Assessments Psych Resource	163.02	
				SELPA Office Supplies - Green Folders	67.77	
				Wellness Center Supplies District Sites	61.12	
			01-5200	A. Cloud Reg ADR Conf Mar 26	357.88	
				A. HIckman Reg ADR Conf Mar 26	357.88	
				A. Hickman Reg Reframing Conf Apr 26	51.13	
				A. Rebelo Reg ADR Conf Mar 26	357.88	
				C. Crockett Reg Frontline Online Class Jan 26	695.00	
				D. Pickett Reg Reframing Conf Apr 26	51.13	
				E. Burger Lodging HEC Conf Mar 26	293.38	
				E. Burger Reg HEC Conf Mar 26	615.00	
				E. Burger Travel Insurance HEC Conf Mar 26	162.40	
				E. Moodie Reg Reframing Conf Apr 26	51.13	
				J. Bickle Reg ADR Conf Mar 26	357.88	
				J. Comiskey Lodging ACEs Dec 25	221.88	
				Lodging TAU Guest HEC Conf Mar 26	293.38	

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Checks Dated 01/01/2026 through 01/31/2026 — **Board Meeting Date 2025**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5262000	01/22/2026	U.S. Bank Corporate Payment Systems	01-5200	N. Bradford & Guest CM Reg HEC Conf Mar 26	1,230.00	
				N. Bradford Lodging HEC Conf Mar 26	293.38	
				N. Coughran Reg ADR Conf Mar 26	357.88	
				Registration Guest AM ADR Conf Mar 26	357.88	
				Registration Guest AS ADR Conf Mar 26	357.88	
				Registration Guest JT ADR Conf Mar 26	357.88	
				Registration Guest MM ADR Conf Mar 26	357.88	
				Registration Guest MR ADR Conf Mar 26	357.88	
				Registration Guest NH ADR Conf Mar 26	357.88	
				Registration Guest SF ADR Conf Mar 26	357.88	
				Registration Guest SP ADR Conf Mar 26	357.88	
				T. Wright Fuel for Fleet FYS Conf Dec 25	51.80	
				T. Wright Lodging FYS Conf Dec 25	715.56	
				T. Wright Lodging HEC Conf Mar 26	293.38	
				T. Wright Reg HEC Conf Mar 26	615.00	
			01-5300	25/26 Speech Annual SLP Toolkit Membership	215.00	
				F. Robles Monthly ChatGPT Plus Subscription	20.00	
			01-5600	Fleet Maintanance & Undercarriage Repair #9	1,429.14	
				Fleet Towing Servieces Veh #9 Dec 25	494.00	
			01-5910	Certified Mailing - Office	20.96	17,356.30
5262001	01/22/2026	NAPA Weaverville Auto Parts	01-4300	25/26 NAPA Auto Parts		106.26
5262104	01/29/2026	Rebelo, Anthony J	01-5200	Reim Flights ADR Conf Mar 2026		5,562.30
5262105	01/29/2026	Robles, Fabio	01-4300	Reimbursement Mileage Jan 26		47.06
5262106	01/29/2026	Bayley, Courtney K	01-4300	Reim Parking & Fuel Budget Workshop Jan 26	28.01	
			01-5200	Reim Parking & Fuel Budget Workshop Jan 26	23.00	51.01
5262107	01/29/2026	Tucker, Joanne M	01-4300	Reimbursement Science Meeting Supplies		89.74
5262108	01/29/2026	Mason, Rose R	01-4300	Reim Meals Leadership Lunch Jan 26		226.98
5262109	01/29/2026	Autum McGlynn	12-5800	Reim Tuition Spring 2026		185.50
5262110	01/29/2026	Aya Healthcare Inc	01-5800	Certified School Nurse		7,125.00
5262111	01/29/2026	Hancock Park & DeLong Inc	01-5800	School Facility Consulting		438.75
5262112	01/29/2026	Jocelyn G. Hernandez	01-4300	RISE Tamales Classes		200.00

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Checks Dated 01/01/2026 through 01/31/2026 — **Board Meeting Date 2025**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5262113	01/29/2026	Julie Ann Anderson dba Your Best Mind	01-5800	Deposit Guest Speaker Leadership Summitt July 26		1,125.00
5262114	01/29/2026	O'Reilly Automotive, Inc.	01-4300	25/26 Fleet Repair Supplies		152.90
5262115	01/29/2026	Pitney Bowes Inc Reserve Account	01-5910	25/26 Postage Refill Account		600.00
5262116	01/29/2026	Plotzke Ace Hardware	01-4300	25/26 Maintenance Supplies		96.51
5262117	01/29/2026	Randy Spencer	01-5200	Mileage Reimbursement Board Meetings		53.20
5262118	01/29/2026	Steve Canale	01-5200	Mileage Reimbursement Board Meetings		114.80
5262119	01/29/2026	Trinity County RCD	01-5800	25/26 Hazard Mitigation Plan		3,899.30
5262120	01/29/2026	TinyEYE Technologies	01-5800	25/26 Speech Therapy Services		11,623.60
5262121	01/29/2026	Trinity Co. Solid Waste	01-5550	25/26 Solid Waste Fees		314.50
5262122	01/29/2026	Trinity Lumber	01-4300	25/26 Building Materials & Supplies		21.41
5262123	01/29/2026	Trinity PUD	01-5510	25/26 Monthly Electricity		1,058.24
				Total Number of Checks	**78**	**272,692.09**

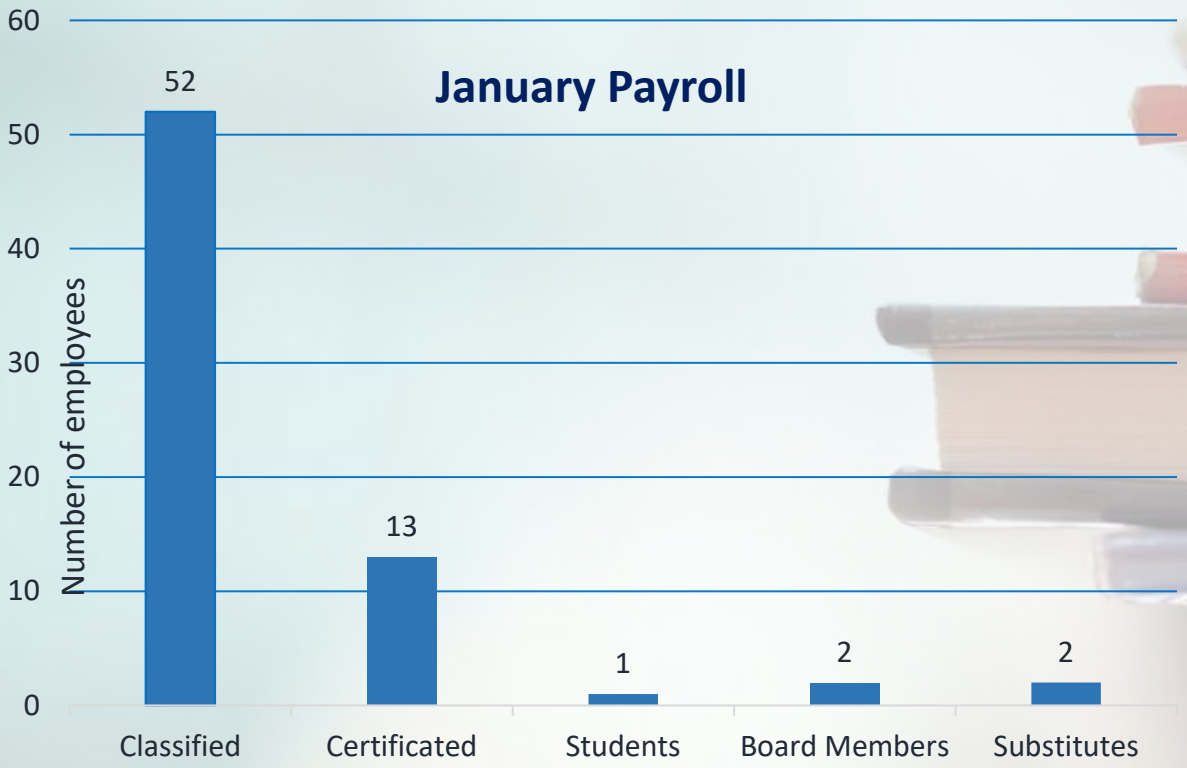
Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	73	212,530.59
12	Child Development Fund	2	56,246.50
14	Deferred Maintenance	3	3,915.00
	Total Number of Checks	**78**	272,692.09
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**272,692.09**

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

Trinity County Office of Education

1/1/2026 - 1/31/2026



Employee Salaries= $406,600.37

District Liabilities= $211,333.41

Total Payroll= $617,933.78

County Board Policy 5117.1: Interdistrict Attendance Appeals

Status: DRAFT

Original Adopted Date: 10/12/2021

When a school district within the jurisdiction of the County Board of Education denies a request for or otherwise fails to issue an interdistrict transfer to a student who resides in the district and seeks to enroll in another district or has requested to transfer into the district, the student's parent/guardian/educational rights holder may appeal the decision to the County Board.

Such an appeal shall be filed in writing within 30 calendar days of the district's final decision. (Education Code 46601)

If an appeal is not filed within the required 30 calendar days, the County Superintendent of Schools may immediately reject the appeal on behalf of the County Board. Alternately, the County Superintendent may recommend that the County Board still consider the appeal, in which case the County Board may agree to consider such an appeal for good cause.

In addition, the County Board shall not consider appeals of any of the following: (Education Code 46601, 46600.1)

1. An interdistrict transfer request that was deemed abandoned due to the parent/guardian/educational rights holder's failure to meet district timelines

2. An existing interdistrict transfer permit that has been revoked or rescinded in accordance with the policy of the district's board

3. The denial of a request by the district of proposed enrollment when no permit has first been issued by the district of residence

4. An interdistrict transfer request submitted for a student who is being considered for expulsion or is expelled from a district pursuant to Education Code 48915 or 48918

Upon receipt of an appeal, the County Superintendent or designee shall investigate to determine whether local remedies in the matter have been exhausted and to provide any additional information deemed useful to the County Board in reaching a decision. (Education Code 46601)

The County Superintendent of Schools shall develop a form and process for a parent/guardian/educational rights holder to submit such an appeal. The parent/guardian/educational rights holder may include written statements and documentation as part of the appeal form submission but may not subsequently provide additional written statements and documentation unless required by law. (Education Code 46601)

Hearing

Prior to making a determination on an appeal, the County Board shall hold one or more hearings at which the district(s) and the student's parent/guardian/educational rights holder will have an opportunity to be heard and present their positions.

For any hearing that is held, the County Superintendent shall notify the parent/guardian/educational rights holder of the date, time, and location of the hearing at least 10 calendar days prior to the hearing.

The parent/guardian/educational rights holder or the district may request a postponement of a hearing, and the County Superintendent shall determine whether to grant the request based on good cause. (Education Code 46601)

Each hearing shall include translation as required by law. Additionally, any hearing shall ensure that the parent/guardian/educational rights holder and the district have the opportunity to be heard and shall be sufficiently informal to encourage open communication and understanding of the appeal process. A parent/guardian/educational

rights holder may be represented by legal counsel at each hearing.

The County Board shall, within 30 calendar days after the appeal is filed, determine whether the student should be permitted to attend the district of proposed enrollment and the applicable period of attendance. However, in no event shall the County Board render a decision more than three (3) school days after any hearing conducted by the County Board unless the parent/guardian/educational rights holder requests a postponement. The County Superintendent shall determine whether to grant such a request for postponement. (Education Code 46601)

The hearing shall be conducted in open session except when any information to be presented about the student is determined by the County Superintendent or designee prior to the hearing to be confidential information. The County Board may also decide at any time during open session to reconvene in closed session if necessary to protect confidential information about the student that may be presented during the hearing.

Regardless of whether the hearing is conducted in open or closed session, any action related to the hearing shall be taken in open session and shall be a matter of public record. No information shall be released in violation of student privacy rights provided in law. (Education Code 35146; 20 USC 1232)

A single joint hearing may be held for a family with multiple appeals. Regardless of the hearing format, the County Board may decide to issue a joint decision or more than one decision.

Final Decision

The County Board may extend the deadline to render a decision by up to an additional five school days for good cause. Additionally, the County Board may permit additional continuances for good cause. (Education Code 46601)

The County Board shall either grant or deny an appeal on its merits. However, if new evidence or grounds for the request are introduced, the County Board may remand the matter to the district for further consideration. (Education Code 46601)

The County Superintendent shall ensure that notice of the County Board's decision is delivered to the parent/guardian/educational rights holder and to the district by regular mail, email, or any other method normally used to communicate with the parent/guardian/educational rights holder in writing. Any notice shall comply with the translation requirements in Education Code 48985. (Education Code 46602)

When the County Board determines that a student should be permitted to attend school in the district of proposed enrollment, the County Board shall also determine the applicable period of attendance and the student shall be admitted to school in that district without delay. (Education Code 44601, 46602)

County Board Policy 1340: Access To County Office Records

Status: DRAFT

Original Adopted Date: 12/10/2021

The Trinity County Board of Education recognizes the right of members of the public to have access to public records of the county office of education (TCOE). TCOE shall provide any member of the public reasonable access to the public records of the TCOE during normal business hours and within the requirements of law. Public access shall not be given to records that are exempt from public disclosure pursuant to the California Public Records Act or other state or federal law.

In response to a public records request, reasonable efforts shall be made to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a TCOE-provided device or account or through a County Board member's personal device or account.

The TCOE may charge for copies of public records or other materials requested by individuals or groups, in accordance with law.

In order to help maintain the security of TCOE records, members of the public granted access shall examine records in the presence of a TCOE staff member.

County Board Policy 1445: Response To Immigration Enforcement

Status: DRAFT

Original Adopted Date: Pending

The Trinity County Board of Education is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, schools operated by the Trinity County Office of Education (TCOE) shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:

    a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)

    b. The personnel records of any TCOE employee, personal information of any TCOE employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)

4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by TCOE, a nonpublic area of any TCOE property or facility, or a nonpublic area where any COE-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, TCOE schools shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters TCOE-provided transportation, a nonpublic area of any TCOE property or facility, or a nonpublic area where any TCOE-sponsored program or activity is occurring.

The County Superintendent of Schools or designee shall report to the County Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household

2. Permission to enter a school bus, any other transportation provided by TCOE, a nonpublic area of any TCOE property or facility, or a nonpublic area where any TCOE -sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, County Board Policy 0410 - Nondiscrimination in County Office Programs and Activities, and County Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the TCOE's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the TCOE operated schools shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Parents/guardians shall be provided with information and notifications as specified in Education Code 234.7,

including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with County Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The California Department of Education shall be provided, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other County Board policies and administrative regulations required by Education Code 234.7.

County Board Policy 5125: Student Records

Status: DRAFT

Original Adopted Date: Pending

The Trinity County Board of Education recognizes the importance of keeping accurate, comprehensive student records as required by law.

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the operator shall be provided documentation that the student has not been enrolled in the TCOE for at least 60 days. (Business and Professions Code 22584)

Social security numbers or the last four digits of social security numbers of students or their parents/guardians shall not be collected or solicited, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with County Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

No list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation shall be compiled and no student information may be disclosed for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

Protocols shall be developed to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

Information from the social media of any TCOE student may be gathered and maintained, provided that the students and parents/guardians are first notified about the proposed program, offered an opportunity for public comment at a regularly scheduled County Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The confidentiality of student records shall be ensured as required by law, and processes and procedures established, to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the TCOE's digital infrastructure, in the retention or disclosure of student records.

If the TCOE experiences a cyberattack that impacts more than 500 students or personnel, the cyberattack shall be reported to the California Cybersecurity Integration Center. (Education Code 35266)

A contract may be entered into with a third party for the digital storage, management, and retrieval of student records and/or a third party provider of digital software may be authorized to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

County Board Policy 5125.1: Release Of Directory Information

Status: DRAFT

Original Adopted Date: 09/17/2025

The Trinity County Board of Education recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information, including to news media or nonprofit organizations, in accordance with law, Trinity County Board policy, and administrative regulation.

The release of specific categories of directory information may be limited or denied to any public or private nonprofit organization based on a determination of the best interests of Trinity County Office of Education students. (Education Code 49073)

A student's directory information shall only be included in the minutes of the County Board's meeting in accordance with County Board Bylaw 9324 - Minutes and Recordings.

Colleges and prospective employers, including military recruiters, shall have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or student, if the student is 18 years of age or older, has requested that such information not be released. (10 USC 503, 20 USC 7908)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and employers, including prospective employers, in accordance with law, County Board policy, and administrative regulation. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled, provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073)

Comprehensive School Safety Plan

2025-2026
School Year

School: Trinity County Office of Education (TCOE)

CDS Code: 53 10538 0000000

District: Trinity County Office of Education

Address: 201 Memorial Drive
Weaverville, CA 96093

Date of Adoption: 02/21/2024

Date of Update: 02/04/2026

Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Fabio Robles	Superintendent of Schools		
Jeff Morris	Chair, Safety Advisory Committee Representative		
Sally Aldinger	Board President		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 201 Memorial Drive Weaverville, CA 96093.

Safety Plan Vision

Vision: Employees and visitors will have a safe and secure campus where they are free from physical and psychological harm. The staff are committed to maximizing safety and creating a positive environment that models and emphasizes high expectations for employee conduct, responsible behavior, and respect for others.

TCOE has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning and working environment, and site based emergency preparedness for all students, faculty and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations.

This plan is a Board approved Safety Plan to deal with natural and man-made disasters.

The TCOE Safety Plan acts as the umbrella, which encompasses all TCOE personnel, property and actions during an emergency situation. Its purpose shall be to inform TCOE personnel, students, and parent/guardians of actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Department of Education required components for a comprehensive school safety plan. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This TCOE Safety Plan shall be reviewed annually and updated as needed.

Comprehensive Safety Plan - BP & AR 0450 (3/23)

Components of the Comprehensive School Safety Plan (EC 32281)

Trinity County Office of Education (TCOE) Safety Committee
Corey Helgesen, Anthony Rebelo, Jeff Morris, Tim Edwards, Amanda Cloud, Julia Dixon, Robert Jackson

Assessment of School Safety
The committee reviewed county and school data and concerns.

TCOE does not currently enroll students, therefore there is no SSC. This responsibility is designated to the Safety Committee.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Safety drills and trainings are conducted monthly.

Safety memos are sent out regularly, along with quarterly safety information and quizzes on various topics to all staff as part of our organization's safety incentive plan.

The safety committee meets on a regular basis, preferably every other month during the school year.

This safety plan is annually reviewed with the staff and educational partners to ensure a safe campus.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
The County Board is committed to supporting the safety and well-being of County Office students and desires to facilitate the prevention of and response to child abuse and neglect.
The County Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The County 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.

[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 employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
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, for purposes of self-defense, 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; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; County Office police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

[Reportable Offenses]

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

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

Any County Office employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 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 the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

[Reporting Procedures]

1. Initial Telephone Report

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

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

Trinity County Child Protective Services

P.O. Box 1470 Weaverville, CA 96093

(530)623-1314

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 prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the County Office office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department. Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

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

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

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

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

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

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

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

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

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

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

[Training]

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

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

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. 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 County 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 CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The County Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

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

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

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

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

[Release of Child to Peace Officer]

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

[Parent/Guardian Complaints]

Upon request, the County 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 guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a County Office 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 shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

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

[Notifications]

The County 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 County Office 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 the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the County 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 County Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

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

References:
BP 5141.4 Child Abuse Prevention and Reporting 5/22
AR 5141.4 Child Abuse Prevention and Reporting 5/22
EDUCATION CODE
32280-32288 Comprehensive school safety plans
33308.1 Guidelines on procedure for filing child abuse complaints
44690-44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning the conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education
PENAL CODE
152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of a child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.4 Child Abuse and Neglect Reporting Act
CDE LEGAL ADVISORIES
0514.93 Guidelines for parents to report suspected child abuse

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

Disaster Plan (See Appendix C-F)
The Standardized Emergency Management System (SEMS) provides the model for emergency operations. During a disaster, the SEMS serves as an "incident command system" (ICS) with a manager (the "incident commander") to coordinate leaders in each of four areas—operations, planning/intelligence, logistics and finance/administration—through a definite chain of command. The ICS is set up in an Emergency Operations Center, where the leaders of each unit can be present at a single site in order to quickly facilitate communication and coordinate the response.

- Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, others will look for leadership to those who are normally in an authoritative position. Remain calm, size up the situation, and take action based on known facts.
- A well-prepared and tested plan for prompt and positive protective actions minimizes injuries and loss of life in a major disaster. This plan will be reviewed and updated annually.
- This plan outlines actions, which the school staff may be called upon to execute in an emergency.
- All school staff members must be thoroughly familiar with the contents of this plan.
- Administrators are authorized and directed to implement plans as described herein; or take such other action as may, in their judgment, be necessary to save lives and mitigate the effects of disasters.

An administrator may implement one or more of these emergency actions in coping with a disaster.

Adaptations for Students with Disabilities
Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit.

The following guidelines are important to follow:

- Establish a buddy system*. People with disabilities should prepare for an emergency ahead of time by instructing a co-worker or supervisor on how to assist in the event of any emergency.
- If assistance is not immediately available, disabled people should remain near the stairwell landing or in the elevator lobby. Rescue personnel will first check all exit corridors and stairwells for those trapped. She/he should continue to call for help until rescued.
- Individuals, who cannot speak loudly, or with voice / speech impairments, should carry a whistle or have other means of attracting attention of others.

Evacuation Policy for People with Disabilities
School personnel shall familiarize themselves with these procedures in order to assist in planning for the evacuation of people with physical and sensory disabilities.

In All Emergencies, After an Evacuation has Been Ordered:

- Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.
- Check on people with special needs during an evacuation, determine if they have established a “buddy system,” and ensure their safe evacuation.
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.

*Establishing a “buddy system” whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack. Develop a “buddy system” for assistance evacuating or concealing themselves to avoid an attacker and think creatively about how to use personal assistive devices (e.g., canes, crutches, wheelchairs) as weapons if needed during an active shooter attack. “Buddies” should educate partners concerning the respective physical, psychological and communication assistance needed to increase their safety during an active shooter attack.

o Have an escape route and safety plan in mind specific to their respective needs;
o Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.
o Establish a “buddy system” with coworkers.
o Plan ahead by identifying potential areas to hide throughout their work-place prior to an incident occurring;
o Coordinate with management and colleagues "buddies” ahead of time regarding the type of assistance they can provide to help with concealment;
o Use assistive devices or durable medical equipment to secure a hiding spot (such as parking and locking heavy wheelchairs in front of a door);
o Practice self-soothing techniques to remain calm and collected; and
o Look for improvised weapons that can be used aggressively within an individual’s ability

2) Institute a “roll call” system into their emergency preparedness plan as a means of accounting for all staff once they have reached a safe location or assembly point. Include a specific list with suggested accommodations. These persons may not be able to hear, physically comply with or cognitively understand direct commands. Law enforcement and first responders need to be informed regarding what to expect and how to communicate effectively with individuals with disabilities during and after an active shooter event. Individuals need to know that, once they have reached a safe location, they must remain in that area with law enforcement until the situation is under control and all witnesses have been identified and interviewed. As such, no one should leave until law enforcement authorities have instructed them to do so.

Evacuation

- Ensure all evacuation routes (on campus) are navigable via by people with a wheelchair, walker, cane or who have limited mobility/visual impairments.

Evacuation Assistance

- Stay calm
- Explain what is happening and what staff need to do even if you think they do not understand
- Pre-identify and train rescuers (and back-ups for each rescuer) for every person needing assistance
- Evacuate necessary equipment with persons and keep it ready to go by the door
- Rescuers and staff must practice and participate fully in all emergency drills

Mobility Disabilities Evacuation. Demonstrate to staff how to evacuate wheelchairs. There are a few different evacuation assistance methods. Evaluate which will work best.

Two-Person Swing Carry (also known as chair carry)

- One rescuer on each side
- Press in close to the person when carrying for extra support
- One rescuer takes person’s wheelchair/walker down the stairs
- Avoid putting pressure on the person’s arms, legs, or chest

Two-Person Rescue Seat Carry (using Rescue Seat pad)

- One rescuer on each side of the person
- Rescue seat can be placed on an empty chair and the person transferred into it or
- Rescue seat can be slipped under the person while in a wheelchair
- One rescuer takes person’s wheelchair/walker down the stairs

Two-Person Evac+ Chair (using Evac Chair device)

- Two rescuers are needed to transfer the person, and one to hold the evac chair in place

- Fasten straps around person before transport
- Tip chair forward to disengage wheels
- Chair glides on skids down the stairs
- One rescuer takes person's wheelchair/walker down the stairs

Blind/Low Vision Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Extra practice helps people gain familiarity with the evacuation route
- Communicate hazards as you guide
- Consider tactile strips along the evacuation route
- Account for unaccompanied persons immediately in emergency

Deaf/Hard of Hearing Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- If an emergency is announced over loudspeaker (no strobes), account for any unaccompanied deaf/hard of hearing students who may not have heard or understood the announcement
- Use touch and eye contact to gain attention
- Flick lights rapidly to gain attention
- Speak in short, clear phrases
- Use common gestures to communicate (hand up for stop; thumbs up for ok, etc.)
- Alarm tones can be painful for those with hearing aids – Remember to tell them to turn the hearing aids back up.

Cognitive Disability Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Long-term training, more frequent drilling and reminders are helpful
- Use simple, concrete words
- Avoid multiple-step directions
- Allow extra processing time for response
- Use visual or tactile cue

Autism Spectrum Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Allow extra processing time for response
- Avoid touch
- More frequent drilling is helpful to accustom students to a different routine
- Find quiet location in assembly area away from extra stimulation
- Check for injuries if appropriate, as some people who have autism do not react to pain
- May need more supervision
- If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device.

Medically Fragile/Special Healthcare Needs Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom people to a different routine
- Search and Rescue team is not to re-enter building for equipment/supplies left behind
- Take equipment (e.g. g-tube food supplies, catheter supplies, suction machines) when evacuating and keep necessities ready to go near door
- Suction machines must have their plug-in adapter daily as it may need to be switched to a generator.
- Backpacks are recommended for carrying supplies to keep hands free

- Pre-label supplies with student names
- Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula)
- Take care moving oxygen as it is pressurized, and secure tanks once moved
- Account for unaccompanied students immediately in emergency

Earthquake
Does the person have a physical disability that makes getting under a desk difficult?
Lock/Cover/Hold on instead of Drop/Cover Hold on

- Roll wheelchair into an area of the classroom with structural protection
- Lock wheels
- Cover head and eyes to best of ability
- Rescuers need to drop, cover, and hold on, too

Assisted Toileting

- Create an accessible latrine stall
- commercially available or build with materials on-hand (unused walker)
- extra-large stall for maneuverability (two privacy screens)
- Table with straps and privacy
- Diapers, gloves, bags, sanitary pads, sanitizer, and wipes in bin

Medication
Do you have extra doses of prescription non-expired medications on-site and available (e.g. EpiPen, Diastat, Insulin)? Do you know what significant medications are taken by students during non-school hours?

- Have a plan for enhanced student care without medication
- Protect the privacy of medical information

Transportation/Relocation

- Know what type and number of specialized buses you may need for transportation
- Talk with families about their plans to pick up their child in a disaster. Do they have the necessary transportation? If not, you may have those students for a longer time.
- Be prepared to provide transportation/relocation equipment as needed (i.e. harness, seatbelt, helmet, etc.)

Public Agency Use of School Buildings for Emergency Shelters
TCOE has an agreement to allow the American Red Cross to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
TCOE does not enroll students at this time.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
TCOE does not enroll students at this time.

(E) Sexual Harassment Policies (EC 212.6 [b])
The County Board is committed to providing a safe work environment that is free of harassment and intimidation. The County Board prohibits sexual harassment against County Office employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The County Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:
Providing training to employees in accordance with law and administrative regulation

Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

Ensuring prompt, thorough, fair, and equitable investigation of complaints

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
The County Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

County Office employees who feel that they have been sexually harassed in the performance of their County Office responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a County Office administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 -
Nondiscrimination in Employment, 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 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

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

Upon investigation of a sexual harassment complaint, any County Office employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

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, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)
Submission to the conduct is made explicitly or implicitly a term or condition of the individual'semployment.

Submission to or rejection of the conduct is used as the basis for an employment decisionaffecting the individual.

The conduct has the purpose or effect of having a negative impact upon the individual's workperformance or of creating an intimidating, hostile, or offensive work environment.

Submission to or rejection of the conduct is used as the basis for any decision affecting theindividual regarding benefits, services, honors, programs, or activities available at or through the district.
For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent:

(34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the person'sparticipation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectivelyoffensive that it effectively denies a person equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC12291
Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:
Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about anindividual'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

Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicitemails; displaying sexually suggestive objects

Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing thebody; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements
Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Trinity County Office of Education
P.O. Box 1256
Weaverville, CA 96093
(530) 623-2861 ext. 220

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position 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)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)
Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment

The types of conduct that constitute sexual harassment

Remedies available for victims in civil actions, and potential employer/individual exposure/liability

Strategies to prevent harassment in the workplace

Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware

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

The limited confidentiality of the complaint process

Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment

Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint

What to do if the supervisor is personally accused of harassment

The essential elements of the district's anti-harassment policy, and how to use the policy if a harassmentcomplaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

Information, including practical examples, of harassment based on gender identity, gender expression, andsexual orientation

Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant toGovernment Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious
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

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:
Be displayed in a prominent location in the main administrative building, district office, or otherarea of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be provided to every district employee at the beginning of the first quarter or semester of theschool year or whenever a new employee is hired (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensiverules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in aprominent location on the district's web site (34 CFR 106.8)

Be included, along with the name or title and contact information of the Title IX Coordinator, inany handbook provided to employees or employee organizations (34 CFR 106.8)
All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on:
(Government Code 12950)
The illegality of sexual harassment

The definition of sexual harassment under applicable state and federal law

A description of sexual harassment, with examples

The district's complaint process available to the employee

The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

Directions on how to contact DFEH and the EEOC

The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibitedby 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, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.
If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

Reference: Employees BP, SP, & AR 4119.11 (10/21, 9/16, & 10/21)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The Superintendent believes that appropriate dress and grooming by county employees contribute to a productive work environment and model positive behavior. During work hours and at work-related activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

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

County Office and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the County Office's dress code may result in disciplinary action.

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

The following guidelines shall apply to all regular school activities:
Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.

Appropriate shoes must be worn at all times.

Hats, caps, and other head coverings shall not be worn indoors.

Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.
The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

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

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

Gang-Related Apparel

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

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

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The County Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Professionals:
No Dress code can cover all contingencies, so employees must use their own judgment in their choice of clothing to wear to work. If you experience uncertainty about acceptable, professional attire, please ask your supervisor or the Human Resources staff for guidance. They are happy to assist. In order to project a professional image, in general, clothing that reveals too much back, chest, stomach or underwear is not appropriate for a place of business. Clothing should not be excessively wrinkled, torn, dirty, frayed or have visible holes. Clothing that has the TCOE logo is encouraged. College shirts – shirts with a college or university logo - are encouraged to be worn on Fridays.
While exceptions may be made, for instance, on holidays or days used for dressing up to support schools during a special event (such as “pajama day”), the following is a guide to dressing professionally at TCOE:

Pants
Examples of acceptable pants include slacks that are similar to Dockers and other brands of pants of cotton or synthetic material, wool pants, dress capris, and other dress pants are acceptable, including dress-jeans fabric. Pants made of blue jean fabric may also be acceptable for certain activities, occasions, and on Fridays. Leggings worn under a long shirt or tunic may also be appropriate. Dress shorts of an appropriate length may be worn during the summer months (rule of thumb: no more than 4 inches above the knee cap).
Examples of unprofessional pants include jeans which are worn and faded, sweatpants, exercise pants (which are appropriate, however, for exercise time during lunch, break, before or after work), pajama pants, cut off shorts, short shorts, bib overalls, and any 100% spandex or other form-fitting pants such as those worn for biking or yoga unless worn under a long shirt or dress.

Shirts
Casual shirts, dress shirts, sweaters, polo shirts, and turtlenecks are examples of acceptable attire. Suit jackets or sport jackets are also acceptable, but are not required.
Examples of unprofessional tops include those which expose the midriff or lower cut tops which expose the chest; tops which have other “cutouts” that expose skin; tops which show undergarments; “muscle shirts” aka “singlets” (unless worn under another shirt); faded, torn, or frayed shirts; or shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans.

Skirts/kilts/Dresses
Dresses, kilts or skirts should be of a length at which a person can sit comfortably in public (rule of thumb is to cover three quarters of the thigh).

Other
Shoes should be safe for your job activity, and in good condition. Casual flip-flops are examples of shoes that are not acceptable for work. Nails should be clean and well groomed. Hair should be clean and neat. Tattoos and piercings should not detract from your job.

Reference: BP 5132 Dress Code 8/20 & AR 5132 Dress Code 8/20

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (32282(a)(1)(B))
The TCOE office is a closed campus.

The LEA ensures compliance with federal disability laws by maintaining procedures to provide reasonable accommodations and continued access to services for students with disabilities during emergencies, consistent with ADA, Section 504, and IDEA.

Visitors are required to check in with school personnel in the main office. Office staff will verify the pre-approval of the campus visitor and their appropriate identification. Upon verification, visitors will be issued a visitor badge and be required to sign in and out during the visit.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5)
The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number

The National Domestic Violence Hotline

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, County Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

Students shall be released during the school day only to the custody of an adult who is one of the following:
The student's custodial parent/guardian

An adult authorized on the student's emergency card as an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity

An authorized law enforcement officer acting in accordance with law

An adult taking the student to emergency medical care at the request of the principal or designee
Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time that school starts. (5 CCR 5570)

Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any unusual incidents to the principal or designee and file a written report as appropriate.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle of high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or County Office administrator.
In arranging for appropriate supervision on playgrounds, the principal or designee shall:

Clearly identify supervision zones and require all playground supervisors to remain at a location from which they can observe their entire zone of supervision and be observed by students in the supervision zone

Consider the size of the playground area, the number of areas that are obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students
At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The County Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Additionally, all staff and other school officials shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats. The training shall be documented and kept on file.

Student Safety Patrols

A school safety patrol shall be composed of students of the school selected by the principal or designee and shall be allowed to serve only with written consent of the students and their parents/guardians. Patrol members shall be at least 10 years old and in the fifth grade. (Education Code 49302; 5 CCR 571)

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

Playground Safety

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The County Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

Activities with Safety Risks

Due to concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:
Scuba diving

Skateboarding or use of scooters

In-line or roller skating or use of skate shoes

Sailing, boating, or water skiing

Cross-country or downhill skiing

Motorcycling

Target shooting

Horseback riding

Rodeo

Archery

Mountain bicycling

Rock climbing

Rocketeering

Surfing

Body Contact Sports

Other activities determined by the principal to have a high risk to student safety
As needed, the County Superintendent or designee may periodically provide training or instruction to students on the safe use of electric, motorized or nonmotorized bicycles, scooters, skateboards, and roller skates. Any student who rides any such bicycle, scooter, skateboard, or roller skates at school shall wear a properly fitted and fastened bicycle helmet.

Events In or Around a Swimming Pool

When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the County Office and is to be held in or around a swimming pool, at least one adult with a valid certification of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

Laboratory Safety

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to regularly review, update, and implement these procedures.
Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

Hearing Protection

The County Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The County Superintendent or designee may also provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices

The County Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual cost to the County Office. (Education Code 32030, 32031, 32033)

Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, when engaging in outdoor activities. Any application of insect repellent shall occur under the supervision of school personnel, and in accordance with the manufacturer's directions.

Reference: Safe Ingress and Egress - BP & AR 5142 (3/23 & 3/23)

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

Component:
Social Environment

Element:
LCAP Goal 4: All students and parents at R.I.S.E. Academy will be actively engaged and supported in a safe and healthy learning environment.

Opportunity for Improvement:
Students will continue to benefit from established systems of support.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
RISE Academy believes that all students should be treated respectfully and fairly and that consequences should be designed to encourage positive behavior.	Disciplinary policies and consequences have been developed jointly by the administrator and school staff. These policies were developed under the belief that positive conflict resolution techniques should be used to avoid unnecessary confrontations and when misconduct occurs, that the staff shall make every effort to identify and correct the cause of the student's misbehavior rather than focus solely on the symptoms of the problem. All staff members are trained to understand behavioral expectations and what action to take when student misconduct occurs so that they may respond fairly and consistently. When criminal behavior on the school campus occurs, the administrator notifies the appropriate county law enforcement authority if necessary. The school policy "Suspension and Expulsion/Due Process" clearly defines when and how to notify law enforcement authorities. The administrator and school staff keep parents well-informed about school expectations. Continue to maintain a constant level of communication through all-call texts, newsletter, notices and verbal communication.	Teacher created: District policies and procedures RISE Academy Student Handbook RISE Academy Parent Handbook	Principal or designee	Annual parent, student, staff surveys

Component:
Physical Environment

Element:
Ensure a safe, welcoming, inclusive, and supportive climate for all students, their families, and our school community.

Opportunity for Improvement:
We will keep our school buildings and classrooms clean, welcoming, and safe for our students, staff, and school community.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will keep our school building and classroom clean, welcoming, and safe for our students, staff, and school community.	Keep the area around our school campus clear of debris and hazards. Keep in contact with Trinity Alps Unified School District on maintenance needs for the RISE building Keep the evacuation plan up to date and train staff on the evacuation plan. Work with local agencies, such as the Sheriff's Department and Probation Department to obtain information about possible threats. Continue to participate in the Safe Schools Collaborative.	Evacuation Plan Safe School Plan Law enforcement agencies	Principal or Designee	Annual parent, student, staff surveys, FIT Report

Component:
TCOE does not enroll students at this time.

Element:
N/A

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Trinity County Office of Education (TCOE) Student Conduct Code
TCOE does not enroll students at this time.

Conduct Code Procedures
TCOE does not enroll students at this time.

Reference: School discipline - BP & AR 5144 (10/19 & 10/19)
Suspension/Expulsion/Due Process - BP, AR, & E-PDF 5144.1 (12/21, 12/21, & 4/19)

(K) Hate Crime Reporting Procedures and Policies
The County Board of Education is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

Hate-motivated behavior may be addressed with strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and timely respond to such incidents when they occur.

The County Board supports collaboration with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

Students shall be provided with age-appropriate instruction that:
Includes the development of social-emotional learning

Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

Explains the harm and dangers of explicit and implicit biases

Discourages discriminatory attitudes and practices

Provides strategies to manage conflicts constructively
As necessary, counseling, guidance, and support shall be provided to students who are victims of hate-motivated behavior and to students who exhibit such behavior.
When appropriate, students who engage in hate-motivated behavior shall be disciplined.

Any training provided by the County Superintendent of Schools for staff who serve students in grades 7-12 should:
Promote an understanding of diversity, equity, and inclusion

Discourage the development of discriminatory attitudes and practices

Include social-emotional learning and nondiscriminatory instructional and counseling methods

Support the prevention, recognition, and response to hate-motivated behavior

Raise the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Include effective enforcement of rules for appropriate student conduct
Any rules prepared by the County Superintendent prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.
This policy shall be posted in a prominent location on the county office of education's (COE) web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

The County Superintendent is responsible for ensuring that any staff member who is notified that hate- motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident immediately contacts the compliance officer responsible for coordinating the COE's response to complaints and complying with state and federal civil rights laws.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the COE's compliance officer, or other staff member.
Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the COE's uniform complaint procedures specified in BP 1312.3 - Uniform Complaint Procedures or other applicable procedure.

Reference: Hate Motivated Behavior BP 5145.9 (4/22)

(J) Procedures to Prepare for Active Shooters

Active Threat and Emergency Drills:
The LEA conducts active threat and emergency drills in a manner that is age-appropriate, trauma-informed, and excludes violent simulations, in compliance with AB 1858 and EC §32282(a)(2)(K). Permitted drill types are limited to walkthroughs and tabletop exercises; prohibited practices include the use of simulated fire, "crisis actors" portraying intruders, or any theatrical elements that mimic an actual violent event.

To prepare for an Active Shooter, the following procedures will be followed:

We will ensure active shooter drills are trauma-informed and developed with the input of school personnel, including school-based mental health professionals, and that the drills use age and developmentally appropriate content and terminology. Instructional methods are tailored by grade span: elementary students focus on basic "Safety Spot" recognition and following adult directions through play-based terminology, while secondary students engage in more detailed situational awareness and options-based discussions.

We will notify all parents and guardians of students in advance that a drill will be taking place and of the expected length of the drill. We will provide parents or guardians an opportunity to opt their child or children out of the drills, and also provide notice to all parents after the drill has concluded. Specific accommodation procedures are available for students with sensory sensitivities or past trauma to ensure the drill does not cause psychological harm.

We will notify all teachers, administrators, and school personnel who are subject to the drills in advance that the drill will be taking place and of the expected length of the drill. Staff roles and responsibilities are clearly defined: teachers focus on student accounting and emotional regulation, while administrators manage communication and coordination with local law enforcement.

We will announce to students and educators immediately before the start of the drill, and immediately after the drill has concluded.

Coordination with local law enforcement is maintained for campus familiarization and response planning; however, law enforcement participation in drills shall not include live-action simulations or the display of weapons in a manner that contradicts trauma-informed standards.

We will provide resources such as contact information for school and community-based resources, including local organizations focused on reducing gun violence and mental health counseling, to parents and guardians, students, and staff. Following each drill, a post-drill review is conducted to assess procedural efficacy, and student support procedures are activated to provide immediate debriefing for any student exhibiting signs of distress.

Staff members have been trained to utilize ALICE protocols, according to the Active Shooter Policy, in response to any violent critical incident, otherwise referred to as “A Violent Intruder Event.” ALICE is a proactive, options-based plan for civilian response that empowers individuals to utilize human action, building infrastructure and communication options to increase their chance of survival.

Staff members can utilize any or all of the 3 options below during a violent intruder event:
1. Evacuation
2. Enhanced Lockdown
3. Counter

Violent Intruder Event Response/Options Staff members are trained to recognize an ALERT and immediately determine a course of action. Alerts can include sensory inputs like gunshots, screaming, loud noises, text messages, or other types of emergency notifications. When safe to do so, all staff have been advised of how to make a loudspeaker announcement of any intruder event (active shooter or active intruder).

Staff have been advised, when announcing an event, to speak in plain language - no code words - and provide as many details as they know (what, where, who, how, what direction). The details provided will help other staff members gauge what would be an appropriate action for them based on where they are in relation to the intruder.

Each staff member will determine their best course of action during a violent intruder event.

The first and best option (whenever safely possible) is always to evacuate. If evacuation is chosen, the staff member should not stop

to collect belongings, but should leave the building quickly and quietly. When the situation has been secured, return to the Assembly Area. See the Evacuation/Assembly plan for directions.

When safe evacuation is not possible, the next best option to consider would be an enhanced lockdown. Enhanced lockdown includes shutting and locking the doors and windows of the room, creating a barricade against the door(s) with all available items such as desks, chairs, tables, etc. Tying door(s) and handles with belts or cords is recommended. Be as quiet as possible and turn down any electronic devices so they don't inadvertently attract the intruder to your room. If there are multiple staff members in the room, everyone should spread out and arm themselves with countermeasures in case the intruder breaches the door barricade.

Countermeasures may include preparing to throw a stapler, a book, etc., at the intruder (see below). Once the door is locked and barricaded, DO NOT OPEN THE DOOR FOR ANYONE. If someone asks you to unlock the door, you can phone 911 to find out if the person knocking at your door is Law Enforcement – they can relay their position and confirm.

The last choice for a staff member during a violent intruder event is to COUNTER using ALICE protocols. Counter is NOT fighting; it is distracting and interrupting the intruder's ability to aim, hit, or inflict harm. Countering could include, but is not limited to, yelling, running, throwing objects, swarming, and, if necessary, disarming the intruder. Counter is DEFENSIVE, not OFFENSIVE.

Whenever safe to do so, each staff member is responsible for informing other individuals in the vicinity of any/all pertinent details (what, where, who, how, what direction), in plain language, NOT using any code words. Information sharing can be accommodated through the PAGE ALL button on each of the phones throughout the COE.

When safe to do so, call 911 if you have any information about the location and description of the threat. If anyone is injured or wounded inside a room with you, when safe to do so, alert 911 of the nature and severity of injury or injuries and the location.

Follow all directives of emergency personnel.

Practical follow-up for consistent accounting and process:
To ensure the Trinity County Office of Education (TCOE) meets the new "trauma-informed" and "prohibited practices" standards of **AB 1858**, the following section has been synthesized. It maintains your original ALICE protocols while integrating the mandatory legal elements into a cohesive narrative, followed by a practical implementation checklist.

Active Threat and Emergency Drills:
The LEA conducts active threat and emergency drills in a manner that is age-appropriate, trauma-informed, and excludes violent simulations, in compliance with AB 1858 and EC §32282(a)(2)(K). **Permitted drill types are limited to walkthroughs and tabletop exercises; prohibited practices include the use of simulated fire, "crisis actors" portraying intruders, or any theatrical elements that mimic an actual violent event.**

To prepare for an Active Shooter, the following procedures will be followed:

- We will ensure active shooter drills are trauma-informed and developed with the input of school personnel, including school-based mental health professionals, and that the drills use age and developmentally appropriate content and terminology.

(Instructional methods are tailored by grade span: elementary students focus on basic "Safety Spot" recognition, while secondary students engage in options-based discussions.)

- We will notify all parents and guardians of students in advance that a drill will be taking place and of the expected length of the drill. We will provide parents or guardians an opportunity to opt their child or children out of the drills, and also provide notice to all parents after the drill has concluded.

(Specific accommodation procedures are available for students with sensory sensitivities or past trauma.)

- We will notify all teachers, administrators, and school personnel who are subject to the drills in advance that the drill will be taking place and of the expected length of the drill.

(Staff roles and responsibilities are clearly defined: teachers focus on student accounting and emotional regulation, while administrators manage communication.)

- We will announce to students and educators immediately before the start of the drill, and immediately after the drill has concluded.

(Coordination with local law enforcement is maintained for response planning; however, law enforcement participation shall not include live-action simulations.)

- We will provide resources such as contact information for school and community-based resources, including local organizations focused on reducing gun violence and mental health counseling, to parents and guardians, students, and staff.

(Following each drill, a post-drill review is conducted to assess procedural efficacy, and student support procedures are activated for any student exhibiting distress.)

Staff members have been trained to utilize ALICE protocols (Evacuation, Enhanced Lockdown, Counter) in response to any violent critical incident. The first and best option is always to evacuate. If evacuation is not possible, staff utilize enhanced lockdown by barricading doors and windows. The last choice is to COUNTER using ALICE protocols to distract or interrupt the intruder's ability to inflict harm.

Active Threat Drill Compliance & Implementation Checklist:

The following tool is provided for site administrators to ensure that every drill conducted on a TCOE campus adheres to the required trauma-informed statutes.

1. Pre-Drill Notifications & Requirements

[ ] Parental Notice: Was a notification sent to all parents/guardians at least one week in advance including the drill length?
[ ] Opt-Out Provision: Have parents been provided with a clear method to opt their student out of the drill?
[ ] Staff Notice: Have all staff members been notified of the exact date, time, and expected duration?
[ ] Mental Health Input: Did a school-based mental health professional review the drill terminology for age-appropriateness?

2. Drill Execution (Prohibited & Permitted Practices)

[ ] No Simulations: Have you confirmed that no "crisis actors," simulated weapons, or simulated gunfire will be used?
[ ] Plain Language Announcements: Are scripts prepared to announce the start and end of the drill clearly without code words?
[ ] Law Enforcement Coordination: If law enforcement is present, have they been briefed that no "live simulations" are permitted under AB 1858?
[ ] Grade-Level Appropriateness: Is the instruction for elementary students focused on following directions rather than "intruder" scenarios?

3. Post-Drill Responsibilities

[ ] Conclusion Notice: Has a follow-up notification been sent to parents confirming the drill is over?
[ ] Student Support: Are counselors available immediately following the drill for students requiring emotional support?
[ ] Post-Drill Review: Has the site safety team met to document what worked and where the plan requires improvement?
[ ] Resource Distribution: Have students and staff been provided with contact info for local mental health and gun violence reduction resources?

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 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, websites, 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 website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

- The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
- The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
- Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website under 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, 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 employees 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.

Reference: BP 5131.2 Bullying 2/24

Sudden Cardiac Arrest & Medical Emergencies
CARDIAC ARREST & AED ACCESS:
The LEA maintains written medical emergency response procedures, including protocols for sudden cardiac arrest, AED access, staff training, and coordination with emergency medical services, in compliance with AB 2887 and applicable Education Code requirements.

Sudden Cardiac Arrest (SCA): Sudden loss of heart function, breathing, and consciousness; often characterized by a student or staff member collapsing and becoming unresponsive.
Life-Threatening Medical Emergency: Conditions including severe allergic reactions (Anaphylaxis), uncontrollable bleeding, or respiratory distress.

Identification Protocol: Authorized staff use training to recognize signs of SCA, such as agonal gasping or seizure-like activity, distinguishing it from non-life-threatening fainting.
Level 1 (Immediate Threat): Victim is unresponsive, not breathing, or has no pulse. This requires immediate activation of the AED and CPR protocols.
Level 2 (Urgent Medical): Victim is conscious but experiencing severe distress (e.g., chest pain, difficulty breathing).
Level 3 (Stable/Non-Life-Threatening): Minor injuries or illnesses that do not require emergency EMS intervention but necessitate school-site medical assessment.

911 Activation: Immediate call to emergency medical services (EMS) by the first available staff member.
CPR/AED Deployment: Retrieval and use of the nearest Automated External Defibrillator (AED) by CPR-certified staff.
Life-Saving Intervention: Administration of Epinephrine (Epi-Pen) or Naloxone if the emergency type warrants such intervention.
EMS Coordination: Designating a staff member to meet EMS at the school entrance and clear a path to the victim’s location.
Internal Notification: Use of the campus radio or PA system to alert the "Medical Response Team" to the specific location.
Parent/Guardian Notification: Following the incident, the site administrator will contact the family to provide details of the emergency and the medical facility where the student was transported.
Post-Incident Documentation: Completion of a formal medical incident report for TCOE records and EMS coordination follow-up.

Reference: Student Health Care & Emergencies – BP & AR 5141 (12/25 & 12/25)

Opioid Prevention and Life-Saving Response Procedures
Legal Compliance & Authority

In accordance with Senate Bill 10 and Education Code 49414.3, the Trinity County Office of Education (TCOE) maintains a protocol for recognizing and responding to opioid overdoses. This plan is aligned with GAMUT AR 5141.21 and local Trinity County Public Health standing orders. TCOE provides naloxone hydrochloride (Narcan) to trained volunteers and school nurses to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Annual Notification and Training
Notice: TCOE distributes a notice at least once per school year to all staff containing a description of the naloxone volunteer training.
Volunteers: Each site designates one or more volunteers to receive initial and annual refresher training on storage and emergency use.
Medical Oversight: The School Nurse obtains a standing order from an authorizing physician specifying the quantity of naloxone to be furnished and is responsible for restocking supplies within two weeks of use or prior to expiration.

Emergency Recognition (Signs & Symptoms)

Staff shall monitor for the following life-threatening emergency signs:
Breathing: Slow, shallow, erratic, or absent; snoring or gurgling sounds ("death rattle").
Pulse: Slow, erratic, or not present.
Mental Status: Unconscious, limp body, or unresponsive to "shake and shout" and sternal rubs.

Appearance: Pale, blue, or gray skin; blue/purple lips or nail beds; clammy face.

Emergency Response Steps
Assess: Determine consciousness. Shake, shout, and perform a sternal rub.
Activate: Call 911 immediately. State: "We have an unresponsive person who is not breathing." Activate the site emergency response team.
BLS: Provide CPR, rescue breaths, or AED if the victim is unresponsive.
Administer: Give the first dose of intranasal naloxone per manufacturer instructions.
Position: If breathing, roll the person into the Recovery Position (on their side).
Monitor: If no response in 2–3 minutes, administer a second dose of naloxone.
Hand-off: Support the patient until EMS arrives. Provide EMS with the used naloxone device.

Post-Incident Procedures
Notification: Notify the parent/guardian and the School Nurse immediately.
Reporting: Complete documentation of the naloxone administration per TCOE policy.
Debrief: Conduct a site-level debriefing to review the response and provide staff support.
Indemnification: TCOE provides defense and indemnification for any employee who volunteers to administer naloxone in good faith pursuant to EC 49414.3.

Response Procedures for Dangerous, Violent, or Unlawful Activities
(Not available to public)
The LEA maintains threat assessment and response procedures to identify, assess, and respond to dangerous, violent, or unlawful activity occurring on school property, at school events, or on school transportation, in compliance with SB 671.

Instructional Continuity Plan
TCOE does not enroll students at this time.

The LEA will maintain an Instructional Continuity Plan to ensure timely family engagement, academic instruction, and mental health supports during emergencies, in compliance with SB 153, as needed when students are enrolled.

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.

The Principal or Superintendent’s Designee is the staff member in charge of confirming when immigration officers are on campus. As soon as officers are reported on site, this leader will meet them to check their ID and any legal paperwork. Once it is confirmed that enforcement is actually present (even if they have a warrant), it acts as a "Start" command for the system, triggering the requirement to send out notifications to the school community immediately.

Required Notification Recipients
The procedures must ensure notification is issued to the following groups:
- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

The system shall broadcast a notification to all entities in the following, to be maintained within the Student Information System (SIS) and Human Resources database:
Parents and Guardians: All active primary and secondary contacts for enrolled pupils.
Teachers: All certificated staff currently on the roster.
Administrators: All site-level and district-level management.

School Personnel: All classified staff, including custodial, other auxiliary services, and office personnel.

Notification Timing

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

Notifications must be issued as soon as safely possible following verification. The timeline shall be calibrated to ensure it aligns with overall site safety goals, ensuring students are in secure locations before a mass broadcast to minimize system-wide panic.

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 every broadcast shall be considered, as the school will carefully check all messages before they are sent to make sure they protect the safety and well-being of students and staff. Every alert must be sent at a time and in a way that keeps the campus calm and stable. This means using simple, factual words that do not cause extra fear or panic, helping everyone feel secure while staying informed about what is happening on site.

Privacy Constraint

The notification shall not include any personally identifiable information.

The notification system is strictly prohibited from including any Personally Identifiable Information. No student names, family names, or specific classroom locations that could identify an individual shall be included in any mass communication. This constraint prevents data leaks during a broadcast event.

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.

Two-Way Communication: Notifications will be deployed through the LEA's secure, integrated communication channels, including the District-wide mass communication system and secure school portals/staff email. The IT Department shall ensure all contact information in distribution is accurate and functional, as aligned with California laws protecting privacy 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).

Notifications may include a hyperlink to a “Resource Landing Page”, containing:
Educational Rights: Detailed rights for students regardless of status.
Privacy Laws: State laws protecting confidentiality (SB 98, AB 699).
Support Services: Links to counseling, legal aid, and LEA model policies.

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.

The school safety planning committee shall conduct a "System Review" and audit of these procedures at least once a year. This ensures the plan is updated with current personnel names and communication technology to reflect the current school environment.

Public Availability

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

An updated version of this protocol and all related safety materials shall be maintained in a "Public Safety File" at the school office, and on the LEA website, ensuring they are 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

Compliance with this plan aligns with the California Department of Education (CDE) checklist for developing a comprehensive school safety plan. The LEA shall monitor the CDE website for updates to ensure the plan remains synchronized with state-mandated standards.

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 Trinity County Office of Education Safety Team meets regularly during the academic school year to develop, revise, and assess this safety plan.

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

Safety Plan Appendices

Emergency Contact Numbers

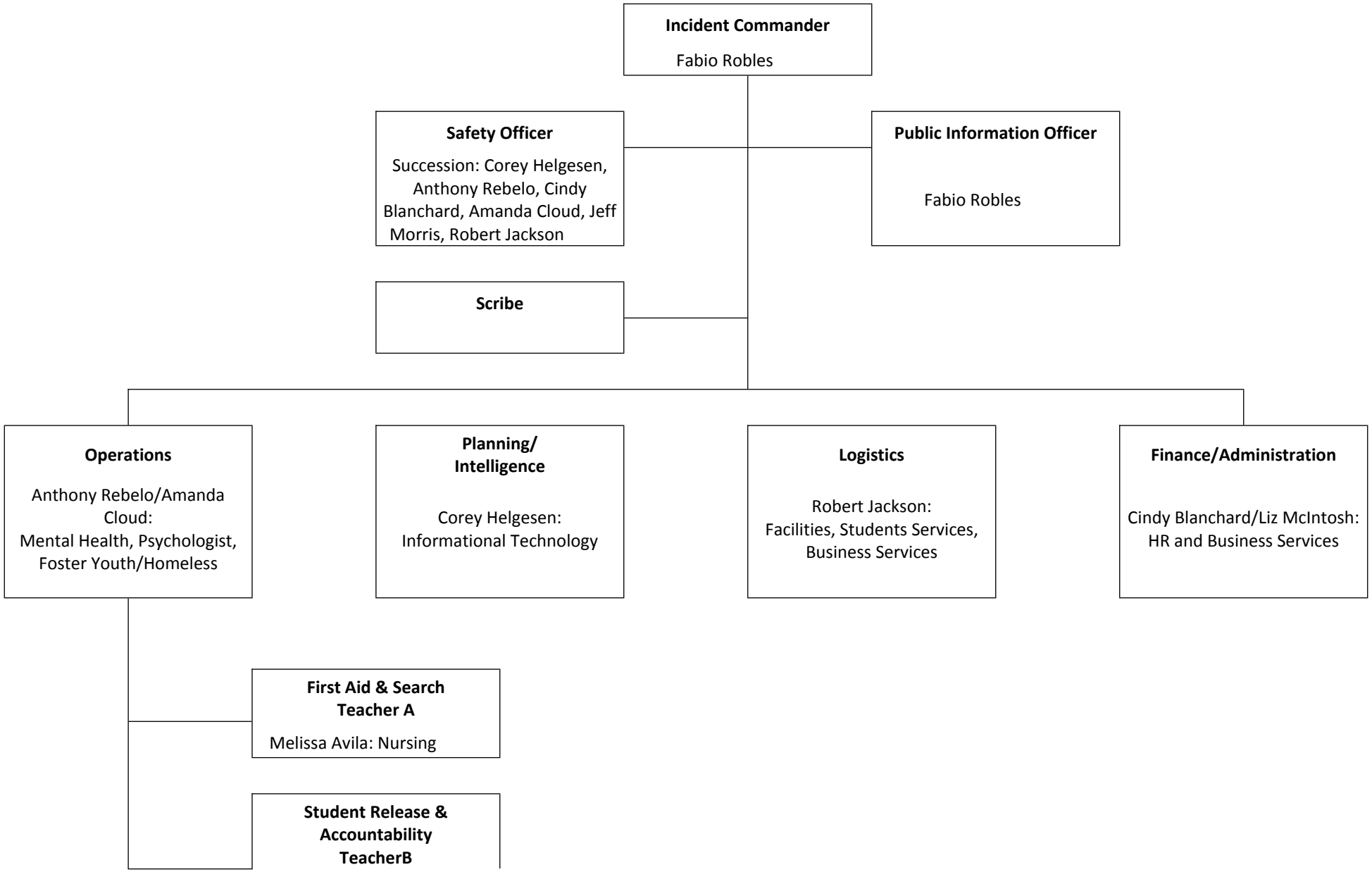
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Ambulance (Trinity County Life Support - Weaverville)	530-623-2500	
Law Enforcement/Fire/Paramedic	Sheriff (Dispatch for TCSO)	530-623-8126	8126 is Dispatch - 911 for actual emergencies
Other	Child Welfare Services	530-623-1314	
Law Enforcement/Fire/Paramedic	CHP (California Highway Patrol)	530-623-3832	
Law Enforcement/Fire/Paramedic	Fire (Weaverville Fire District)	530-623-6156	
Law Enforcement/Fire/Paramedic	CalFire	530-623-4201	
Local Hospitals	Hospital (MCHD - Trinity Hospital Weaverville)	530-623-5541	
American National Red Cross	Local Red Cross	844-236-0153	
Public Utilities	Electric (Trinity PUD)	530-623-5536	
Public Utilities	Water (Weaverville CSD) See notes for Sewer	530-623-5051	Wvl Sewer District: 530-623-6529

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Committee General Meeting	2/15/25	See Agenda and Minutes

Trinity County Office of Education (TCOE) Incident Command System





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:
1) Incident Commander (IC) (County Supt/Deputy Supt)

The Incident Commander is the decision maker for TCOE. He/she is responsible for all aspects of the response and emergency operations to ensure safety of students, staff and others who are on site. The Incident Commander shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

Oversees All Staff

IMMEDIATELY (In the moment):
1. Assume command, identify yourself with a vest and name card
2. Identify and setup Command Post location (see elsewhere in this plan for Command Post instructions
3. Delegate someone to call 911 if the call has not already been initiated
4. Activate the Emergency Plan components as needed (Command Staff, Safety Officer, Operations, Logistics, Liaison, Financial)
5. Activate the Emergency Plan components as needed (Command Staff, Safety Officer, Operations, Logistics, Liaison, Financial)

SUSTAINED OPERATION (Follow-up Care):
6. Conduct initial briefing with the Command Staff
7. Create an action plan with specific objectives including strategies to review and evaluate
8. Release staff (Priority given to staff who have children under 18), as appropriate
9. Superintendent is PIO (Public Information Officer). Review all incident information before release to the news media, parents or general public
10.Signal all-clear (Police Only will signal; if present)

2) Public Information Officer (County Supt or Deputy Supt)

Establishes the media staging area. Ensures media doesn't gain access to student or staff during the incident. Controls rumors by providing staff with information about the incident.

SUSTAINED OPERATION (Follow-up Care):

1. Establish a media information center away from the command post and students (see elsewhere in this plan for media staging area instructions)
2. Advise arriving media that TCOE is preparing a press release approximate time and place of its issue
3. Write down the most important points you want to make. Limit your points to three. Keep sentences short and your words clear
4. Coordinate statements with other agencies
5. Before you start an interview, be sure you can get out gracefully: "Thank you very much for coming." "You can help us by…." "When we have more information, we will…."
6. Statements to media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, reunification plan, resources in use, and any other information school wishes to be released to the public
7. Answer questions completely and truthfully. Avoid speculation, bluffing, lying, talking off the record, arguing and using the phrase "No comment." Repeat what you want the press to hear
8. If you don't know the answer, say, "I will get the information and get back to you. What is your deadline?"
9. Be sure you know whose responsibility it is to answer the question. Direct the media accordingly: "This matter is under police investigation." "This is a medical issue. Please contact the health department"
10.Assist with rumor control; correct any misinformation heard
11.Keep all documentation to support the history of the event
12.Remind staff and volunteers to refer all questions from media or waiting parents to you
13.Prepare others to speak with media if appropriate
14.Coordinate with Liaison for social media releases

3) Safety Officer

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. He/she has the responsibility of evacuating the building and overseeing any necessary search and rescue operations. Below is a checklist of responsibilities.

IMMEDIATELY (In the moment):
1. Oversee the immediate set-up of IC Center facilities
2. Report to the IC and attend briefings
3. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
4. Report gas/water leaks, shut offs, fires or structural damage to Command Post (Use yellow caution tape where necessary)
5. If necessary, turn off gas supply, water supply and/or electricity
6. Record assessment of facilities and hazardous materials on site map
7. Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
8. Oversee shelter set-up and supplies as needed

Facilities Staff - REPORTS TO THE SAFETY OFFICER

SUSTAINED OPERATION (Follow-up care):
1. Provide water. Determine water supply needs (1/2 gallon/day/person and 5 gallons/day for other uses)
2. Improvise toilets, if necessary using 5-gallon buckets/trash cans and trash liners
3. Obtain sanitary supplies
4. Photograph any damage if possible before repair

Supplies Staff - REPORTS TO THE SAFETY OFFICER

SUSTAINED OPERATION (Follow-up Care):
1. Assist Safety Officer in obtaining necessary equipment and supplies

Evacuations
REPORTS TO THE SAFETY OFFICER

IMMEDIATELY (In the moment):
1. Manage all evacuations and search/rescue operations
2. Assist search and rescue to evacuate injured if medical permits
3. Provide perimeter control – lock gates, secure major doors
4. Have student and staff sign-in sheets with you in an evacuation and assist in locating all students, staff and visitor
5. Route all parents to reunification area if students are present
6. Report to the IC a list of students/staff missing, absent, and in need of medical attention for Emergency pick-up location
7. Restrict access to the incident scene and surrounding area as the situation demands
8. Ensure safe tactical operations for all responders
9. Establish site map and record all search and rescue and evacuation
10.Request medical assistance, if necessary

Search & Rescue Staff - REPORTS TO THE SAFETY OFFICER

IMMEDIATELY (In the moment):
1. In teams of two or more, search rooms both visually and vocally for missing or injured. Use chalk, grease pencil, etc. to mark slash (/) on door when

entering room, and when leaving room complete search by closing slash in (X) on door
2. Document each room as it is reported clear and record on site map
3. Utilize other staff as needed. Do not use names of students/staff on radio/map
4. Record Triage on site map (I – Immediate; D – Delay; and DEAD – Dead)

4) Operations Officer

The Operations Officer exercises the functions of the operation by carrying out the plan, providing personnel, services and resources to meet the needs of the incident. Below is a checklist of responsibilities.

IMMEDIATELY (In the moment):
1. Establishes triage/first aid area for medical staff
2. Oversee immediate medical care, document injuries & coordinate with first responders regarding injuries
3. Establishes morgue area if appropriate

SUSTAINED OPERATION (Follow-up care):
4. Monitor stress levels of personnel involved in the response
5. Coordinate mental health services and support systems ongoing; Coordinate professional community services (Mental Health agencies, faith-based organizations) when required
6. Conduct group meetings with parents or staff as needed
7. Identify 3 rooms/areas for student counseling with available crayons, paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling
8. Develop plan for how staff should share the incident with other students in the county (i.e. offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts)
9. Plan for staff to be relieved of duties to participate in counseling
10.Debrief support staff and take care of any witnesses

Medical Staff - REPORTS TO THE OPERATIONS OFFICER

IMMEDIATELY (In the moment):
1. Keep accurate records
2. Report deaths immediately to Logistics Officer who will report it immediately to IC
3. Establish what I-Immediate and D-Delayed treatments will be
4. Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs. Emergency card must accompany any students removed from campus to receive advanced medical treatment
5. Transport patients to First Aid
6. Call in medical assistance as needed

SUSTAINED OPERATION (Follow-up care):
7. Consult with others regarding health care, medications and meals for students and staff with known medical conditions (asthma, diabetes, etc.)
8. Find ways to keep medication locked up, if possible
9. Mark DEAD on tag listing date/time found, exact location found, name of DEAD, person who identified, and name of person filling out tag; attach one tag to DEAD & one tag to plastic bag if body is in bag
10. Make prior arrangements with community medical assistants (i.e. retired doctors/nurses)

Crisis Response Staff - REPORTS TO THE OPERATIONS OFFICER

Plans, organizes and provides crisis intervention and prevention counseling. Provides post-event counseling program to help students, parents, staff, and the community to recover from an incident.
IMMEDIATELY (In the moment):
1. Physical and psychological triage of students and staff to assess for immediate needs

SUSTAINED OPERATION (Follow-up care):
2. Reaffirm physical health and safety (ensure safety, shelter & sustenance)
3. Ensure perceptions of safety & security
4. Minimize crisis exposure
5. Assist in reunification with family & significant others
6. Provide crisis facts and adaptive interpretations
7. Return to safe school environment with psycho-education

5) Liaison Officer

The Liaison Officer is primarily responsible for effectively coordinating with participating organizations in support of the incident. S/he is for assisting with cooperating agencies, stakeholder groups, and government officials who have a vested interest, and will be expected to provide input into the response process.

IMMEDIATELY (In the moment):
1. Delegates top-tier chain of command positions due to absent Superintendent
2. Report to the IC and attend briefings
3. Participate in the Command and Planning meetings briefing the Command and general staff about limitations and capability of assisting agency resources
4. Coordinate with IC on communication through social media

SUSTAINED OPERATION (Follow-up care):
5. Maintain a list of assisting and cooperating agencies and Agency Representatives including name and contact information. Monitor check-in sheets daily to ensure that all Agency Representatives are identified
6. Establish and coordinate with interagency contacts
7. Keep assisting and cooperating agencies and other stakeholders supporting the incident aware of incident status
8. Monitor incident operations to identify current or potential inter- organizational problems
9. Serve as key contributor to the positive public perception of the response effort
10.Ensure all Liaison activities are documented

ADDITIONAL RESPONSIBILITIES:
Ensures that all staff members are prepared for any emergency through planning and practice drills.

11.Plans responses to emergency incidents (ie: safety plan)
12.Oversees the Safety Committee and leads safety meetings
13.Trains staff prior to an emergency
14.Organizes and evaluates Drills
15.Follows up with further training after the drill or emergency based on evaluations/assessments

Communication Staff - REPORTS TO THE LIAISON

Confirms that 911 has been called. Documents events as they occur, including decisions and actions taken with time annotations. Coordinate informational updates as directed. Assists with monitoring communication devices such as radio, scanner, etc.

IMMEDIATELY (In the moment):
1. Call 911 if not done already; report specifics
2. If safe to do so, monitor radio, scanner and/or other communication devices
3. Record, collect, and evaluate all information (keep all original notes – they are legal documents)

SUSTAINED OPERATION (Follow-up care):
4. Continue to monitor radio/scanner for local news and information
5. Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc

Web/Social Media Staff - REPORTS TO LIAISON

1. Using the office web page and social media, communicate disaster updates to the community as requested by the IC
2. Maintain computer support

If applicable:
6) Financial Officer
Monitor the utilization of financial assets and human resources. Ensure the documentation of expenditures relevant to the emergency incident. Authorize expenditures to carry out the Incident Action Plan (IAP) and ensure appropriate documentation.

SUSTAINED OPERATION (Follow-up care):
1. Report to the IC and attend briefings
2. Obtains emergency supplies as needed
3. Obtains food, water and other necessary supplies to command team
4. Documents all financial dealings - gathers receipts and invoices and reviews vendor logs
5. Tracks personnel hours, sign in and out sheets
6. Keep records of assisting organizations, agencies and departments

Procurement Staff
REPORTS TO THE FINANCIAL OFFICER

SUSTAINED OPERATION (Follow-up care):
1. Track financial records, staff hours, purchasing, etc.
2. Complete state and federal claim forms for IC
3. Be sure prior agreements are in place with local stores for supplies
4. Do a cost analysis of incident/disaster

Claims Staff
REPORTS TO THE FINANCIAL OFFICER

SUSTAINED OPERATION (Follow-up care):
5. Manages all claims-related activities (other than injury) for an incident
6. Coordinate with Financial Officer on cost reporting procedures
7. Collect and record all cost data
8. Develop incident cost summaries
9. Make cost-saving recommendations to the Finance Officer

Emergency Supplies/Vests
First Aide Backpacks are located next to each exit. First Aid Supplies are located in the hallway cupboard between the front desk & Special Education Department. Carrying (back) boards are located behind the entrance to the same hallway.

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

GENERAL:

Determining the type of emergency will assist the Incident Commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different from responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown, as well as which agency to contact.

CARDIAC ARREST & AED ACCESS:

"The LEA maintains written medical emergency response procedures, including protocols for sudden cardiac arrest, AED access, staff training, and coordination with emergency medical services, in compliance with AB 2887 and applicable Education Code requirements."

Sudden Cardiac Arrest (SCA): Sudden loss of heart function, breathing, and consciousness; often characterized by a student or staff member collapsing and becoming unresponsive.

Life-Threatening Medical Emergency: Conditions including severe allergic reactions (Anaphylaxis), uncontrollable bleeding, or respiratory distress.

Identification Protocol: Authorized staff use training to recognize signs of SCA, such as agonal gasping or seizure-like activity, distinguishing it from non-life-threatening fainting.

Step Two: Identify the Level of Emergency

GENERAL:

Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency.

CARDIAC ARREST & AED ACCESS:

Level 1 (Immediate Threat): Victim is unresponsive, not breathing, or has no pulse. This requires immediate activation of the AED and CPR protocols.

Level 2 (Urgent Medical): Victim is conscious but experiencing severe distress (e.g., chest pain, difficulty breathing).

Level 3 (Stable/Non-Life-Threatening): Minor injuries or illnesses that do not require emergency EMS intervention but necessitate school-site medical assessment.

Step Three: Determine the Immediate Response Action

GENERAL:

With safety of students, staff and visitors at the forefront, site administrators/Incident Commander will determine the immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, loss of utilities, etc.

CARDIAC ARREST & AED ACCESS:

911 Activation: Immediate call to emergency medical services (EMS) by the first available staff member.

CPR/AED Deployment: Retrieval and use of the nearest Automated External Defibrillator (AED) by CPR-certified staff.

Life-Saving Intervention: Administration of Epinephrine (Epi-Pen) or Naloxone if the emergency type warrants such intervention.

EMS Coordination: Designating a staff member to meet EMS at the school entrance and clear a path to the victim's location.

Step Four: Communicate the Appropriate Response Action
GENERAL:
Administrators/Incident Commander will communicate with the necessary emergency responders via phone, preferably a landline phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants, such as:
Bell system
Phone intercom system
School email
Radios
Phone

In addition, the Administrator/Incident Commander will communicate with outside stakeholder personnel via:
Phone
Email
Text messaging

Postings on the school website and social media accounts

CARDIAC ARREST & AED ACCESS:
Internal Notification: Use of the campus radio or PA system to alert the "Medical Response Team" to the specific location.

Parent/Guardian Notification: Following the incident, the site administrator will contact the family to provide details of the emergency and the medical facility where the student was transported.

Post-Incident Documentation: Completion of a formal medical incident report for TCOE records and EMS coordination follow-up.

Types of Emergencies & Specific Procedures

Aircraft Crash
Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, then do so. The crash may also result in an explosion, chemical spill or utility interruption.

AIRCRAFT CRASHES INTO OFFICE
STAFF ACTIONS:

- Notify Superintendent
- Move employees away from immediate vicinity of the crash.
- EVACUATE from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take emergency backpack.
- Check site to assure that all personnel and visitors have evacuated.
- Take attendance at the assembly area.
- Report missing people to Superintendent /designee and emergency response personnel.
- Care for the injured, if any.
- Re-enter site when emergency response officials have determined it is safe to return to the building.

Superintendent/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION that may include the use of buses or alternate transportation.
- Notify Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter the building until the authorities provide clearance to do so.

AIRCRAFT CRASHES NEAR SCHOOL
STAFF ACTIONS:

- Notify Superintendent.
- Move staff and visitors away from immediate vicinity of the crash.
- Remain inside unless subsequent explosions or fire endanger the building.

Superintendent/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.
- Initiate Take Cover for staff outside or direct them to designated area until further instructions are received.
- Ensure that staff remain at a safe distance from the crash.
- Notify the Office of Emergency Services.
- Fire department officials will secure the area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so

Animal Disturbance
If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the staff.

Superintendent/SITE ADMINISTRATOR ACTIONS:

- Isolate staff from the animal. Close doors and lock tables as a means of isolating the animal.
- If the animal is outside, keep staff inside and institute secure campus procedures.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.

- Contact the Trinity County Animal Control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep staff inside. Lock doors and keep staff away from the windows.
- If the animal is inside, EVACUATE staff to a sheltered area away from the animal.
- Notify the superintendent if there are any injuries.

Armed Assault on Campus

TCOE follows Standard Reponse Protocol Language

-----SECURE-----
Get Insidee, Lock Outside Doors.
The Secure Protocol is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

Public Address
The public address for Secure is: “Secure! Get Inside. Lock outside doors” and is repeated twice each time the public address is performed.
“Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors.”

Actions
The Secure Protocol demands bringing people into a secure building, and locking all outside access points. During the training period it should be emphasized to staff that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

-----LOCKDOWN-----
Locks, Lights, out of Sight
Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

Public Address
The public address for Lockdown is: “Lockdown! Locks, Lights, Out of Sight!” and is repeated twice each time the public address is performed.
“Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!”

Actions
The Lockdown protocol demands locking individual classroom doors, offices and other securable areas, moving occupants out of line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. There is no call to action to lock the building’s exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders’ entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock doors remotely. Teacher, staff and student training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door. If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

-----EVACUATE-----to a Location
Evacuate is called when there is a need to move people from one location to another. Most often, evacuations will be necessary when there’s a heating/ventilation system failure, nearby gas leak, or bomb threat. In those cases, people will be allowed to bring their personal items with them. An evacuation drill is very similar to a fire drill.

Public Address
The public address for Evacuate is: “Evacuate! To a Location” and is repeated twice each time the public address is performed. For instance, “Evacuate! To the Flag Pole.”
“Evacuate! To a location.
Evacuate! To a location.”

Actions
The Evacuate Protocol demands students and staff move in an orderly fashion.

-----SHELTER-----

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornado, earthquake, hazardous materials situation or other local threats.

Publlc Address
The public address for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.
“Shelter! For a hazard. Using safety strategy.
Shelter! For a hazard. Using safety strategy.”

Hazards May Include

- Tornado Severe weather Wildfires Flooding Hazmat spill or release Earthquake Tsunami

Safety Strategies May Include

- Evacuate to shelter area Seal the room Drop, cover and hold Get to high ground

ActIons
Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

-----ALICE-----
TCOE Staff members have been trained to utilize ALICE protocols, according to the Active Shooter Policy, in response to any violent critical incident, otherwise referred to as “A Violent Intruder Event.” ALICE is a proactive, options-based plan for civilian response that empowers individuals to utilize human action, building infrastructure and communication options to increase their chance of survival. Staff members are able to utilize any or all of the 3 options below during a violent intruder event.

Evacuation
Enhanced Lockdown
Counter

Violent Intruder Event Response/Options

TCOE staff members are trained to recognize an ALERT and immediately determine a course of action. Alerts can include sensory inputs like gunshots, screaming, loud noises, text messages or other types of emergency notifications. When safe to do so, all staff have been advised of how to announce via the PAGE ALL button on our office phones of any intruder event (active shooter or active intruder).

Staff have been advised, when announcing an event, to speak in plain language - no code words - and provide as many details as you know (what, where, who, how, what direction). The details provided will help other staff members gauge what would be an appropriate action for them based on where they are in relation to the intruder.

Each individual staff member will determine their best course of action during a violent intruder event.

The first and best option (whenever safely possible) is always to evacuate. If evacuation is chosen, the staff member should not stop to collect belongings, but should leave the building quickly and quietly. When the situation has been secured, return to the Assembly Area. See the Evacuation/Assembly plan for directions.

When safe evacuation is not possible, the next best option to consider would be an enhanced lockdown. Enhanced lockdown includes shutting and locking the doors and windows of the room, creating a barricade against the door(s) with all available items such as desks, chairs, tables etc. Tying door(s) and handles with belts or cords is recommended. Be as quiet as possible and turn down any electronic devices so they don’t inadvertently attract the intruder to your room. If there are multiple staff members in the room, everyone should spread out and arm themselves with countermeasures in case the intruder breaches the door barricade. Countermeasures may include preparing to throw a stapler, a book, etc. at the intruder (see below). Once the door is locked and barricaded, DO NOT OPEN THE DOOR FOR ANYONE. If someone asks for you to unlock the door, you can phone 911 to find out if the person knocking at your door is Law Enforcement – they can relay their position and confirm.

The last choice for a staff member during a violent intruder event is to COUNTER using ALICE protocols. Counter is NOT fighting, it is distracting and interrupting the intruder’s ability to aim, hit or inflict harm. Countering could include but is not limited to yelling, running, throwing objects, swarming, and if necessary, disarming the intruder. Counter is DEFENSIVE, not OFFENSIVE.

Whenever safe to do so, each staff member is responsible for informing other individuals in the vicinity of any/all pertinent details (what, where, who, how, what direction), in plain language NOT using any code words. Information sharing can be accommodated through the PAGE ALL button on each of the phones throughout the COE.

When safe to do so, call 911 if you have any information about location and description of the threat.

If the front office determines there is an immediate emergency at the entrance, they will attempt to push the panic button which calls the alarm company (who will call 911).

If anyone is injured or wounded inside a room with you, when safe to do so, alert 911 of the nature and severity of injury or injuries and the location.

Follow all directives of emergency personnel.

PLEASE NOTE:
In the event that a fire alarm is pulled WHILE in enhanced lockdown, the enhanced lockdown will take precedence. Stay in lockdown unless there are obvious signs of a fire.

ALICE
"ALICE" is an acronym for 5 steps you can utilize in order to increase your chances of surviving a surprise attack by an Active Shooter. It is important to remember that the "ALICE" response does not follow a set of actions you "shall, must, will" do when confronted with an Active Shooter. While accountability, liability and responsibility are important, in this case, survivability is paramount in this situation. Therefore, a proactive, options-based policy and training is necessary. Individuals may use any or all parts of the response plan.
While the ALICE acronym makes it easier to remember, it is not sequential or linear. In this type of incident, perception is the reality and individuals must decide for themselves what is in their best interests.

Alert
Can be anything. No code words.
Gunfire
Witness

PA Announcement
Phone alert, text, emergency messaging

Lockdown
This is a semi-secure starting point from which to make survival decisions. If you decide to not evacuate, secure the room.

Lock the door.
Cover any windows in the door if possible
Tie down the door, if possible, using belts, purse straps, shoelaces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 911
Move out of the doorway in case gunfire comes through it
Silence or place cell phones on vibrate
Once secured, do not open the door for anyone. Police will enter the room when the situation is over. However, if information is conveyed that the situation has changed and evacuation is possible, evacuate.
Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
Put yourself in position to surprise the active shooter should they enter the room.

Inform
Using any means necessary to pass on real time information.
Given in plain language.
Can be derived from 911 calls, video surveillance, etc.
Who, what, where, when and how information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by electronic messaging, PA Announcements or Police Radio speakers

Counter
This is as a last resort when other options are not available or feasible. This is the use of simple, proactive techniques that will make the Active Shooter's ability to shoot accurately more difficult. This is not fighting; this is countering the attack.
To counter an attack use noise, movement, noise and distraction, and when age-appropriate, the swarm technique to gain back control.
Throws things at the shooter's head to disrupt their aim
Create as much noise as possible
The swarm technique involves grabbing the shooter's limbs and head and take them to the ground and hold them there

Run around the room and create chaos and evacuate, if possible
If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive at scene.

Evacuate
Remove yourself from the danger zone as quickly as possible.
Decide if you can safely evacuate
Run in a zigzag pattern as fast as you can
Do not have anything in your hands.
Do not stop running until you are far away from
Break out windows and attempt to quickly clear glass from the frame
Go directly to the Rally Point.
Follow all commands given my law enforcement
Do not attempt to drive from the area

Ordinal Issues

Responding police will have their weapons drawn and ready for use. They do not know exactly who the shooter is and will probably point weapons at occupants. Just remain calm and follow any directions they may give. Occupants may be asked questions, patted down, and given orders to exit certain ways.

Responding police are there to stop the Active Shooter as soon as possible. They will bypass injured people and will not help you escape. Only after the shooter is stopped will they begin to provide other assistance.

If you come into possession of a weapon, DO NOT, carry or brandish it! Police may think you are the Active Shooter. If possible, put it in a trashcan and carry it with you. If you come across Police, calmly tell them what you are carrying and why. Follow their commands.
Be prepared to provide first aid. Think outside the box. Tampons and feminine napkins can be used to stop blood loss. Shoelaces and belts can be used to secure tourniquets. Weighted shoes can be tied around a person's head to immobilize it. Remember, it may be several hours until you can safely move an injured person. The actions you take immediately to treat them may save their life.

If you are in lockdown for a long period of time, consider issues such as bathroom use, keeping people calm, etc.

Discuss beforehand with people in your office where you will meet up should you have to evacuate, and make it a place easily accessible and far away from the scene.

Talk to your co-workers beforehand to know if they have any special skills. Consider strategic placement of these people in an office setting. You may have current or
ex-military personnel, medically trained persons, or even people trained in martial arts that can aid in this type of incident.

Consider setting up classrooms and offices to make it harder for an Active Shooter to enter and acquire targets.

These measures are meant to provide you with the knowledge and skills you may need to make decisions for your safety and the safety of the children. There are no mandates on how to survive, you are empowered to make decisions and won't be second guessed

References:
See TCOE Board Policies
BP5141 Health Care and Emergencies BP5142 Safety
Philosophy, Goals, Objectives and Comprehensive Plans BP0450 Comprehensive Safety Plan
Business and Non-instructional Operations
3516 Emergencies and Disaster Preparedness Plan 4157, 4257, 4357 Employee Safety

Biological or Chemical Release

Prevention

Follow the policy on the prevention, storage and dispensing of cleaning or other chemicals at all times.

Procedure

There are three possible scenarios involving the release of biochemical substances. Determine which scenario applies and implement the appropriate response procedures described below.

Scenario 1: Substance released inside a room or building.
Scenario 2: Substance released outdoors and localized.
Scenario 3: Substance released in surrounding community.

SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING

EVACUATE BUILDING. Use designated routes or other alternative safe routes to the assigned assembly area or an alternative site located upwind of the affected room or building.

If a fire occurs during a chemical spill, the fire alarms should be pulled and the fire emergency procedures shall be followed.

- Office personnel will call 911 and will provide the exact location (e.g., building, room, area) and nature of emergency.
- Fans/air conditioning should be turned off, windows and doors closed, if possible.
- Personnel in contact with the substance should wash the affected area with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectant on your skin.
- List all people in the affected room or contaminated area, specifying those who had actual contact with the substance. Provide the list to the administrator and the emergency response personnel.
- The administrator will follow the pre-established communication procedures and will then monitor the emergency situation and make decisions about moving groups staff away from areas that might be dangerous.
- Follow all instructions given by the Fire Department when they arrive at the facility.
- In the event of an evacuation away from the school site, the TCOE employees must be prepared to transport themselves and others to a safe evacuation site.
- Resume school and office activities only after buildings have been inspected and determined safe by proper authorities.

SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

The Office will immediately direct staff and visitors from the affected area to an area upwind from the substance.

- Establish a safe perimeter around the affected area to ensure personnel do not reenter the area.
- Call “911” and provide the exact location (e.g., building, room, area) and nature of emergency.
- Fans/air conditioning should be turned off, windows and doors closed.
- Personnel in contact with the substance should wash their hands with soap and water. Immediately remove and contain all contaminated cloths.
- List all people in the affected area of contamination, especially those who had actual contact with the substance. Provide the list to the office, and emergency response personnel.
- Do not reopen the area until authorized to do so by the administrator.

SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

If the office or local authorities determine a potentially toxic substance has been released to the atmosphere, initiate SHELTER IN PLACE.

- Upon receiving the SHELTER IN PLACE action, Fans/air conditioning should be turned off, windows and doors closed. Gaps under doors and windows sealed with wet towels or duct tape, and seal vents with aluminum foil or plastic wrap, if available.
- If outdoors, immediately go into the nearest building. Staff should communicate their locations to the office, using the phone system, email or other means without leaving the building.
- Turn off sources of ignition, such as pilot lights.
- The Office will call “911”, and will provide the exact location (e.g., building, room, area) and nature of emergency.
- The administrator will turn on a radio or internet to monitor information concerning the incident if possible.
- Continue SHELTER IN PLACE until notified by the Office.

Recognize and respond to symptoms of toxic poisoning:

- Difficulty breathing

- Irritation of the eyes, skin, throat, or respiratory tract Changes in skin color
- Headache or blurred vision Dizziness
- Clumsiness or lack of coordination Cramps or diarrhea

If someone is experiencing acute toxic poisoning symptoms:

- Find any containers of the substance that are readily available, in order to provide requested information.
- Call the national poison control center at 1(800) 222-1222.
- Follow the emergency operator or dispatcher's first aid instructions carefully. The first aid advice found on containers may be out of date or inappropriate. Do not give anything by mouth unless advised to do so by a medical professional.
- Discard clothing that may have been contaminated. Some chemicals may not wash out completely.

Reference:
Education Code

- School Eye Safety: Sections 32030, 32031, 32032, 32033
- Alternatives to Dissection: Sections 32255.1, 32255.3, 32255.4, 32255.5
- Earthquake Emergency Procedures: Sections 32282(a)(B)(ii), 35295, 35296, 35297, 40041.5
- Hazardous Materials Education: Sections 49340, 49341, 49401.5, 49411
- Instruction in Personal and Public Health and Safety: Section 51202
- Use of Animals in Public Instruction: Section 51540 California Code of Regulations, Title 8, General Industry Safety Orders
- Ventilation Requirements for Laboratory-Type Hood Operations: Section 5154.1
- Ventilation Requirements for Biological Safety Cabinets: Section 5154.2
- Emergency Eyewash and Shower Equipment: Section 5162
- Spill and Overflow Control: Section 5163
- Storage of Hazardous Substances: Section 5164
- Occupational Exposure to Hazardous Chemicals in Laboratories (Chemical Hygiene Plan): Section 5191
- Bloodborne Pathogens: Section 5193
- Hazard Communication; Material Safety Data Sheets: Section 5194 California Code of Regulations, Title 22
- Standards Applicable to Generators of Hazardous Waste: [Excerpts from] Section 66262.10 et seq. Health and Safety Code
- Humane Care of Animals: Sections 1650, 1651, 1660, 1662
- Repeal of Requirement for Obtaining an Extremely Hazardous Waste Disposal Permit: Sections 25153, 25205.7(o)
- Transporting Hazardous Waste: Sections 25163, 25163.1
- Hazardous Materials Release Response Plans and Inventory: [Summary of] Section 25500 et seq

Bomb Threat/ Threat Of violence
Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the County Superintendent or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.

2. Any student or employee who sees a suspicious package shall promptly notify the County Superintendent or designee.

BOMB THREATS - AR 3516.2(b)

3. The County Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)

4. The County Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.

(cf. 3515.3 - District Police/Security Department)

No one shall reenter the threatened building(s) until the County Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

(cf. 3516.5 - Emergency Schedules)

To the extent possible, the County Superintendent or designee shall maintain communications with staff, parents/guardians, the County Board, other governmental agencies, and the media during the period of the incident.

(cf. 1112 - Media Relations)

Following the incident, the County Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

(cf. 6164.2 - Guidance/Counseling Services)

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

GET OFF THE "AIR"
Do NOT text message. Do NOT use walkie-talkies. Do NOT use cell phones

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT; IMMEDIATELY NOTIFY 9-1-1.

EVACUATION.

If a phone call, attempt to keep the caller on the line as long as possible using the questions in the "Bomb Threat Report" and complete form (see below).

Alert someone else to call "911" on a landline – telling the operator, "This is (name of caller) from _____. We are receiving a bomb threat on another line. The number of that line is _____."

Intercom announcement, "Please do a quick visual 1-minute scan of your office and the meeting room closest to you and look for anything unusual or out of place." (A professional/law enforcement officer will decide if it is a bomb device or not).

Administrator activates Emergency Command System, as needed.

Secure campus perimeter.

Follow the directions of law enforcement. They will search the perimeter, public areas, roof, etc. and assist with crowd control. Have extra maps available for law enforcement.

If evacuation is deemed necessary, help adults with disabilities. Teachers take roll sheets and office staff take student emergency cards to the evacuation area.

Take roll and alert the command center of any student or adult not accounted for.

All clear will be signaled by the Administrator. Only law enforcement can authorize an all-clear.

Administrator debriefs staff, parents/community, and students.

"Student Release Procedures" (only send students home before the end of the day if directed by Incident Commander)- Follow Student Release & Reunification Procedures in this plan.

BOMB THREAT REPORT

Try to keep the caller on the phone. Stall by saying: “I’m sorry, I didn’t hear you.” Date & Time of Call: Sex of Caller? M F Mature? Yes No
Exact Words of Caller:

Questions to ask the caller.
1. When is the bomb going to explode?
2. Where is the bomb?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why did you place the bomb?
8. Where are you calling from?
9. What is your address?
10. What is your name?
Please check the appropriate boxes.
Voice
? Loud
? High-pitched
? Raspy
? Intoxicated
? Soft
? Deep
? Pleasant
? Other
Accent
? Local
? Not Local
? Foreign
? Regional
Manner
? Calm
? Rationale
? Coherent
? Deliberate
? Righteous
? Angry
? Irrational
? Incoherent

? Emotional
? Laughing
Background Noise
? Factory Machines
? Music
? Office Machines
? Mixed
? Street Traffic
? Trains
? Animals
? Quiet
? Voices
? Airplanes
? Party Atmosphere

Language
? Excellent
? Fair
? Foul
? Good
? Poor
? Other
Speech
? Fast
? Distinct
? Stutter
? Slurred
? Slow
? Distorted
? Nasal
? Lisp
Familiarity With Threatened Facility
? Much
? Some
? None

If the voice is familiar, who did it sound like?
Person receiving call: Reported to:

FOR LANDLINE ONLY! [DO NOT USE A CELL PHONE OR RADIO!]
Sample Message for lockdown due to bomb threat:

Initial message:
This is name, the principal of _____. This message is to inform/update you on an existing situation at our school this morning/afternoon. A suspicious item was found this morning/afternoon on the school campus. The school is now in a lockdown mode. Working collaboratively with the Law Enforcement, we are being guided through the process, and children and staff are all safe. At this time, it is best for your children to remain in the safe surroundings of their locked classroom. Law Enforcement has requested that no one approach the school at this time or use their cell phone to call or text message their children because of the suspicious item. As soon as the Law Enforcement gives us the go-ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:
Hello families, this is name, the principal, and I am happy to report that the situation with the suspicious item on campus has been resolved safely, and the school is no longer on lockdown. Law Enforcement has removed the item, and it is being analyzed. There is an ongoing investigation at this time. Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

Spanish
Initial message / Mensaje inicial:
(Buenas padres de familia) Habla el/la director/directora, de la Escuela. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. La escuela se encuentra actualmente en situación de confinamiento porque esta mañana/tarde se encontró un artículo sospechoso en nuestro campo escolar. Trabajando conjuntamente con el departamento de policía se nos ha guiado a través del proceso y los niños se mantienen protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Happy Valley nos ha solicitado que nadie se acerque a la escuela por el momento y que se envíen llamadas telefónicas ni mensajes de texto con el celular debido al artículo sospechoso. Tan pronto como la policía nos dé el visto bueno para abrir la escuela, nos podremos poner en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

All clear message / Mensaje de que pasó el peligro:
(Buenas padres de familia) Habla el/la director/directora, de la Escuela; tengo el placer de reportarles que se ha resuelto el incidente con el artículo sospechoso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. El departamento de policía de Happy Valley retiró el artículo y está siendo analizado. Por el momento se está realizando una investigación. La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad

Reference:

See TCOE Board Policies:
AR 3516.2 (1/14)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Bus Disaster
TCOE does not enroll students or provide transportation services via bus.

Disorderly Conduct
In the event of a hostile or potentially threatening person or event, implement the following procedures to control and contain the situation:

- If in doubt, call for a lockdown or ask someone else to do so, and follow the procedures for a Violent Intruder elsewhere in this plan.
- Attempt to isolate the perpetrator from others, if it is safe to do so.
- Do not approach or disarm the threat.
- Call “911” and provide the exact location of the threat and the nature of the emergency.
- If an immediate threat is not clearly evident, and staff feels safe to do so, attempt to defuse the situation by remaining calm and talking in a soft, non-threatening manner. Request perpetrator to leave the area, as appropriate.
- Avoid all hostile actions or interactions, except to maintain the safety and welfare of staff.
- If the perpetrator is a student, notify the family. Family members may provide useful information on handling the situation.

Earthquake

The County Superintendent or designee shall identify potential earthquake hazards in classrooms and other County Office facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:
Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

In laboratories, burners should be extinguished, if possible, before taking cover.

As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.

After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.

When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.
Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:
Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

Staff shall have students perform the drop procedure.

Staff shall have students stay in the open until the earthquake is over or until further directions are given.
Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the County Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:
Staff shall extinguish small fires if safe.

Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.

Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.

All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

The principal or designee shall contact the County Superintendent or designee and request further instructions after assessing the

earthquake damage.

The County Superintendent or designee shall provide updates to parents/guardians of County Office students and members of the community about the incident, any safety issues, and follow-up directions.

Tremors and shaking of the earth indicate an earthquake; there are usually no advance warnings.

Before:

- Maintain staff emergency cards. Keep them in a safe, accessible place.
- Keep emergency kits in a safe, easily accessible place.
- Participate fully in drills, encouraging others as well.
- Train staff to have a working knowledge of response protocols and how to use them. Plan safe areas for staff members who may not fit under a desk or table.
- Provide instruction to staff on earthquakes and earthquake preparedness.
- Test any special response procedure during earthquake drills.
- Secure all cabinets, doors and supplies so they are less likely to fall.
- Know your environment. Make note of surrounding areas, and clearly know the layout of your office in case the lights go out.
- Earthquake drills should be held at least once per year.

Most earthquake related casualties result from collapsing walls, flying glass and falling objects.

During: If You Are Inside A Building

- Drop onto your hands and knees so you are not knocked down.
- Duck, and cover your head and neck with your arms to protect yourself from falling debris
- If you are in danger from falling objects and you can move safely, crawl for additional cover under a sturdy desk or table.
- If no sturdy shelter is nearby, crawl away from windows, next to an interior wall.
- Stay away from glass, outside doors and walls and anything that can fall.
- Hold on to sturdy covering so you can move with it until the shaking stops.
- Stay where you are until the shaking stops. Do not run outside. Do not get in a doorway as this does not provide protection from falling or flying objects and you may not be able to remain standing.
- Be aware that the electricity may go out or the sprinkler systems and/or fire alarms may turn on.
- People who use wheelchairs or other mobility devices should lock their wheels, bend over and protect their head and neck with their arms, a pillow, a book or whatever is available.

During: If You Are Outside

- Stay outside.
- Move away from buildings, street lights and utility wires
- Once out in the open, “Drop, Cover, and Hold On”. Stay there until the shaking stops.

After:

- When the shaking stops, look around. If there is a clear path to safety, leave the building and go to an open space away from damaged areas. Move to our evacuation assembly location.
- If you are trapped, do not move about or kick up dust.
- If you have a cell phone with you, use it to call or text for help.
- Tap on a pipe or wall or use a whistle, if you have one, so that rescuers can locate you.

- Once outside and safe, implement and coordinate our emergency incident command system including accounting for all people present (staff, visitors, students) and those missing.

- Check for injuries and aid if you have training.
- Activate search and rescue team for the missing, if you can do so safely.
- Document events, decisions and actions.
- Be prepared to “Drop, Cover, and Hold on” in the likely event that an aftershock will occur
- Do not let any students leave the site until they have been reunited with their families and the proper authorities have told you it’s all right to leave.
- If the Superintendent is not on site, contact him/her as soon as you can, to communicate the condition of any children, staff and surrounding areas. Communicate any information that the authorities have given you.
- DO NOT TALK WITH THE MEDIA. A Communication Officer that will be in charge of this event. Be very careful about information shared.
- Use extreme caution during post-disaster clean-up of buildings and around debris. Do not attempt to remove heavy debris by yourself. Wear protective clothing, including a long-sleeved shirt, long pants, work gloves, and sturdy, thick-soled shoes during clean-up.
- When the event is completed, fill out required paperwork and debrief with the proper authorities and/or staff officials.

State of California Governor’s Office of Emergency Services

MEMORANDUM

TO: OPERATIONAL AREA COORDINATORS
FROM: Richard Eisner, Coastal Regional Administrator Stephen Sellers, Southern Regional Administrator Charles Wynne, Inland Regional Administrator
DATE: September 7, 2004

SUBJECT: DUCK, COVER AND HOLD PROCEDURE

Recently, you may have received information via email and other sources promoting a protective measure called the “triangle of life” and questioning the “duck, cover and hold” procedure recommended for use during earthquakes here in California and in other areas of the United States. Because buildings constructed in California are built to much stricter codes and standards than those in the rest of the United States and those in other countries, including Mexico, Iran and Turkey, collapses here are very rare.

Extensive research into the causes of earthquake injuries and deaths supports the use of the Duck Cover and Hold procedure recommended by OES, the California Seismic Safety Commission and the American Red Cross. Most injuries in California earthquakes occur when building occupants attempt to exit buildings or move to a different location in the building. In the recent San Simeon earthquake, two people were crushed by falling debris when they exited the building.

Studies of the 1979 El Centro, 1987 Whittier, 1989 Loma Prieta and 1994 Northridge earthquakes confirm this pattern of injuries, and that use of the Duck Cover and Hold procedure reduces the likelihood of serious injury from a collapsed building and falling objects. After each disaster, OES attempts to learn from behavioral research and other studies, and apply lessons learned into safety action recommendations. There is, of course, no guarantee that people will not be injured in an earthquake. Earthquakes can shake buildings violently and cause extensive damage. The key to injury prevention is making sure buildings are safe, contents are secured, and occupants are trained to duck, cover and hold.

Reference:
Earthquake Emergency Procedures – AR 3516.3 (9/18)
0430 Comprehensive Safety Plan
3516 Emergencies and Disaster Preparedness Plan 7110 Facilities Master Plan
4157, 4257, 4357 Employee Safety

Explosion or Risk Of Explosion

There are three possible scenarios involving the explosion/threat of explosion. Determine which scenario applies and implement the appropriate response procedures described below.

Scenario 1: Explosion on school/office property
Scenario 2: Credible threat of an explosion on school/office property Scenario 3: Explosion or threat of an explosion in a surrounding area

SCENARIO 1: EXPLOSION ON PROPERTY

Upon an explosion all persons should DUCK, COVER AND HOLD.

- The office will consider the possibility of another imminent explosion and take appropriate action.
- After the blast, the office will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING or OFF- SITE EVACUATION. Evacuation may be warranted in some parts of the building and other areas may be used as shelter.
- If the explosion occurred within the building, the office will issue EVACUATE BUILDING action. Staff and others will evacuate using prescribed routes or other safe routes and proceed to the assembly area (see Evacuation/Assembly Area Instructions).
- Take attendance. Note anyone missing.
- The office will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
- If necessary, the office will advise the Fire/Rescue Team to suppress fires and rescue personnel.
- Notify the appropriate utility company of damages.
- Post guards a safe distance away from the building entrance to prevent persons entering the building.

SCENARIO 2: CREDIBLE THREAT OF AN EXPLOSION ON PROPERTY

- The office will initiate appropriate Immediate Response Actions, which may include DUCK, COVER, AND HOLD, SHELTER-IN- PLACE, SECURE BUILDING, EVACUATE BUILDING or OFF-SITE EVACUATION.
- If the office issues EVACUATE BUILDING action, evacuate the building using prescribed routes or other safe routes and proceed directly to the assembly area (see Evacuation/Assembly Area instructions).
- Take attendance. Note anyone missing.
- The office will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
- Notify the appropriate utility company of damages.

SCENARIO 3: EXPLOSION OR THREAT OF EXPLOSION IN SURROUNDING AREA

- The office will order SHELTER IN PLACE.
- The office will notify “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
- The office will take further actions as needed.
- Remain in SHELTER IN PLACE until further instructions.

Fire in Surrounding Area

The LEA maintains fire prevention, evacuation, and emergency communication procedures for school sites located in high fire-risk zones, consistent with AB 2968 and state and local fire safety requirements. This includes ongoing fire prevention and vegetation management to ensure defensible space. The office will initiate the appropriate Immediate Response Actions. If the fire occurs during work hours, the response may be:

Evacuation Warning: Potential threat to life and/or property. Those who require additional time to evacuate should leave now. Others should prepare.

Evacuation Order: Immediate threat to life. This is a lawful order to leave now. The area is lawfully closed to public access.
These will be announced through the intercom system if appropriate. If not during work hours, the Emergency Phone Tree will be enacted to communicate with staff regarding the need for emergency workers or to remain at home and not report to work. TCOE will maintain open communication and coordination with CAL FIRE, local fire departments, and emergency management agencies to determine if the building is threatened by fire, smoke, hazardous atmosphere, or other conditions. Access routes must be kept open for emergency vehicles at all times. If an EVACUATION ORDER is required, staff will follow emergency personnel evacuation guidelines and utilize established relocation sites and reunification procedures.

If a wildfire reaches within 10 or fewer miles of TCOE:
A Safety Committee and Management Emergency Meeting must occur.
The committee will review the evacuation plan and procedures for school closure, relocation, or instructional continuity due to fire conditions.

Department heads will determine what items need to be evacuated and when, based on the following:

BY PRIORITY
SELPA: ACTIVE IEP FILES: In the SELPA Filing Room on the left side — ALL special education files (including IFSPs), last names A-Z.
IT: 13 SERVERS labeled with purple squares. Lower numbers are most important. (Check in with IT Director before extracting).
Business Office: FILE/CHECK printing room to the right of the employee mailboxes.
Tall gray HP printer.
File cabinet to the left of gray HP printer.
Superintendent: HISTORICAL ITEMS: Glass case in the lobby. Bookshelf across from the kitchen with some historical society yearbooks and old records in binders. Cabinets to the left in the SELPA hallway.
SELPA: TEST KITS AND ASSESSMENTS: (includes CPI/OLWEUS training materials): Facing the SELPA Secretary desk, this includes the filing cabinets on the left (TCOE tags 7762 and 7763) and the right (TCOE tag 3186 — top and bottom cabinets).

Evacuated items will be placed in fleet vehicles, starting with larger vehicles. Fleet vehicles will be driven to a safe location (preferably Redding). Redding's employees may assist in the transport and storage of vehicles.
The Safety Committee will assign a member to communicate personnel evacuations, locations, and safety, and log in Google Drive, as well as keep an inventory of evacuated items and locations. This includes maintaining communication protocols with families regarding the status of the site and personnel. An updated personnel phone number list will be acquired from the Superintendent’s administrative assistant to facilitate these emergency communications.

A sample message to staff will be sent:

We hope this message finds you safe. As a reminder, if you need to evacuate your residence, please send a message indicating your status and your location when it is safe to do so to ----------@tcoek12.org. "As more communities and areas are being evacuated, we want to ensure that everyone knows our office protocol. If Weaverville receives an evacuation warning, T C O E will shut down, and all personnel are to evacuate to a safe location. Within one hour of receiving the warning, there are to be no personnel at T C O E. Please do not return to the office unless your supervisor has permitted you. We will send an all-clear message when the evacuation warning is lifted, indicating you may return to the office at that time. If you have any items you wish to evacuate, we encourage you to do so now."
Thanks, everyone, and please be safe.

If TCOE falls under an area receiving an Evacuation Warning, the following will occur:

A sample message to staff will be sent:

"Per the Trinity County Sheriff's Office and Trinity County Office of Emergency Services, the area of Weaverville is now under Evacuation Warning. This is T C O E's cue to evacuate the office, and for all staff currently there to go to safer locations. Stay safe, everyone!"

- Office closes to staff and to the public
- Safety Committee chair to communicate to districts TCOE's status
- All staff must be evacuated within 1 hour – encouraged to take personal items
- Staff may not return to the office without prior approval from a supervisor
- Staff will continue to work remotely if safe and viable
- If any staff member evacuates from his/her residence, a message will need to be sent to the designated safety team member

If TCOE falls under the area receiving an Evacuation Order, the following will occur:

A sample message to staff will be sent:

"Per the Trinity County Sheriff's Office and Trinity County Office of Emergency Services, the area of Weaverville is now under Evacuation Order. If you have been approved to work at the office and are currently there, please evacuate immediately. No personnel are allowed to return to the office without the Superintendent's direct approval. Please stay safe."

- No personnel will be allowed to work at or return to TCOE for any reason without the Superintendent's (or designee) direct approval
- Staff will continue to work remotely if safe and viable
- If tcoek12.org email is not working, please transfer all working emails to trinitycoe.org
- If any staff member evacuates from his/her residence, a message will need to be sent to the designated safety team member

If TCOE falls under an area that has an evacuation order lifted, but is in an area where a warning still remains, the following will occur:

- Evacuated items and vehicles will remain evacuated
- Staff may not return to the office without prior approval from a supervisor
- Staff will continue to work remotely if safe and viable
- If any staff member evacuates from his/her residence, a message will need to be sent to the designated safety team member

If TCOE falls under an area that has an evacuation order lifted (no warning remains), the following will occur:

A sample message to staff will be sent:

"T C O E staff, the evacuation warning has been lifted for Weaverville. The management team will be meeting tomorrow afternoon to discuss what we will do regarding our office. Continue working wherever you have been working for now until you receive an ALL CLEAR message. We have many issues to consider, including smoke and building filtration, Covid, and still active fires in the area or where staff are located who are unable to return to their homes. Watch for another message here, or your manager may get a hold of you to fill you in when a decision is made.
For now, everyone, take care and be vigilant!"

- Safety Committee and Management Emergency Meeting must occur
- Consider any cleaning needed, air quality, and working conditions of the office
- Staff will continue working remotely

If the safety committee and management team consider the office to be safe and healthy, the following will occur:

A sample message to staff will be sent:

"Hello! This is an announcement from T C O E. All T C O E Staff will be back to work, in person. Staff will return to T C O E starting on _____. The smoke that was in the office has been reduced to acceptable levels. If the outside air is smoky, please only enter and exit the main office from the front door. We will have an air filter in the front lobby to reduce the smoke that gets indoors from outside. N95 masks are readily available at T C O E to wear for smoke. If you have any questions or concerns about your individual circumstances, please contact your manager to discuss. {The fire is still not yet considered “contained" near Weaverville}, so we all must stay aware and vigilant. Thank you and see you all soon!"

- All evacuated vehicles and items are returned to TCOE
- All staff return to TCOE
- Individual circumstances will be considered by working with your direct supervisor

Fire Safety Implementation Checklist:

This checklist serves as a tool for the Implementer to ensure all AB 2968 requirements are met during fire season and active emergencies.

1. Fire Prevention & Preparation
[ ] High-Risk Identification: Has the site been officially mapped against CAL FIRE high fire-risk zone data?
[ ] Vegetation Management: Has a "defensible space" inspection been conducted within the last 12 months?
[ ] Agency Coordination: Does the Safety Committee have direct contact numbers for the Trinity County OES and local CAL FIRE battalion chiefs?
[ ] Asset Readiness: Are the "Purple Square" servers and SELPA files clearly marked for rapid extraction?

2. Communication & Notification
[ ] Staff Phone Tree: Is the personnel phone number list updated as of the current month?
[ ] Family/District Notification: Is there a pre-set template for notifying school districts of TCOE’s operational status?
[ ] Intercom/PA Test: Has the emergency announcement system been tested for "Plain Language" evacuation orders?

3. Evacuation & Relocation
[ ] Fleet Status: Are fleet vehicles fueled and positioned for immediate loading of priority files/servers?
[ ] Instructional Continuity: Is there a verified "Remote Work" protocol for staff if the office is closed due to smoke or fire?
[ ] Redding Coordination: Has a relocation/storage agreement been reconfirmed with Redding-based partners?

4. Recovery & Re-Entry
[ ] Air Quality Audit: Does the management team have a calibrated method for measuring indoor Air Quality Index (AQI) before staff return?
[ ] PPE Availability: Are N95 masks verified in stock and accessible at the front lobby?
[ ] Safety Meeting: Is a management meeting scheduled within 24 hours of an order being lifted?

Fire on School Grounds
Fire Drills

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

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

1. The County Superintendent or designee shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The County Superintendent or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the County Superintendent or designee.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:
1. The County Superintendent or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The County Superintendent or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the County Superintendent, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

The LEA maintains fire prevention, evacuation, and emergency communication procedures for school sites located in high fire-risk zones, consistent with AB 2968 and state and local fire safety requirements. This includes ongoing fire prevention and vegetation management to ensure defensible space. The office will initiate the appropriate Immediate Response Actions.

If the fire occurs during work hours, the response may be: (What Should Be Done Before A Fire)
Install smoke alarms. Check and/or change the batteries twice a year.
Review escape routes with staff. Practice escaping from each room.
Make sure all exits are clear and working.
Store flammable liquids in approved containers in well-ventilated storage areas.
Have A-B-C type fire extinguishers installed and know how to use them.

Procedures for Fire:
FIRE IN THE BUILDING - The warning of fire is the alarm signal and/or smoke and flames.
Upon discovery of a fire, get everyone out first and then find the nearest phone and call 911 immediately.

- Evacuate using the designated route or other safe routes to the Evacuation/Assembly area (see elsewhere in this plan).
- If there is heavy smoke, have everyone stay low, breathing through a piece of clothing if possible. Smoke and poisonous gases collect first along the ceiling.
- Take the “go bag,” which should include an up-to-date attendance roster and a pen.
- Close doors and windows as you leave, if there’s time, to delay the spread of fire.
- Take roll. Notify the office staff if anyone is missing.
- Establish a Command Post away from the danger area; co-locate the command post with fire departments.
- Follow all directives of emergency personnel.
- Contact the Administrator if he or she is not on site.
- Resume regular activities only after buildings have been inspected and determined safe by the proper authorities.

Reference: Fire Drills – AR 3516.1 (9/18)

Flooding
Know Your Terms:

Flood Watch: Flooding is possible.
Flash Flood Watch: Flash flooding is possible.
Flood Warning: Flooding is occurring or will occur soon
Flash Flood Warning: A flash flood is occurring; seek higher ground on foot immediately.

If a flood is likely in your area, you should:

- Listen to the radio or check the Internet for information.
- Be aware that flash flooding can occur. If there is any possibility of a flash flood, move immediately to higher ground. Do not wait for instructions to move.
- Be aware of streams, drainage channels, canyons and other areas known to flood suddenly.

If you must prepare to evacuate, you should do the following:

- Secure your classroom or office. Move essential items to an upper floor.
- Turn off utilities at the main switches or valves, if instructed to do so.
- Disconnect electrical appliances. Do not touch electrical equipment if you are wet or standing in water.

If you have to leave your classroom or office, remember these evacuation tips:

- Do not walk through moving water. Six inches of moving water can make you fall.
- If you have to walk in water, walk where the water is not moving, and check the firmness of the ground in front of you.

Driving Flood Facts:

- Six inches of water will reach the bottom of most passenger cars, causing loss of control and possible stalling.
- A foot of water will float many vehicles.
- Two feet of rushing water can carry away most vehicles, including sport utility vehicles (SUVs) and pick-ups.

The following are guidelines for the period following a flood:

- Listen for news reports to learn whether the community's water supply is safe to drink.
- Avoid floodwaters; water may be contaminated by oil, gasoline or raw sewage. Water may also be electrically charged from underground or by downed power lines.
- Avoid moving water.
- Be aware of areas where floodwaters have receded. Roads may have weakened and could collapse under the weight of a car.
- Stay away from downed power lines and report them to the power company.
- Return to classrooms and offices only when authorities indicate it is safe.
- Stay out of any building if it is surrounded by floodwaters.
- Use extreme caution when entering buildings; there may be hidden damage, particularly in foundations.
- Stay in contact with your principal/supervisor.

Reference:
See TCOE Board Policies
0450 Comprehensive Safety Plan
3516 Emergencies and Disaster Preparedness Plan
3517 Facilities Inspection
5142 Safety
4157, 4257, and 4357 Employee Safety

Loss or Failure Of Utilities
This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure:
1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the Principal or designee immediately.

2. Upon notice of loss of utilities, the Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

3. The Principal or designee will notify the appropriate utility company and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Principal or designee.

4. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

5. If the loss of utilities may generate a risk of explosion, such as a gas leak, please refer to that section.

6. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

A. Plan for a Loss of Water:
Toilets: 5 gallon buckets with shower curtains in each classroom.
Bottled Water will be delivered to classrooms as needed.

B. Plan for a Loss of Electricity:
Emergency Light: Flashlight in each classroom.
Generators are located on each campus.

C. Plan for a loss of Communication
Telephone Service:
Administrators carry cellular phones.
Administrators and department heads carry radios.

Motor Vehicle Crash

The County Board and Superintendent has a strong interest in ensuring that employees who drive vehicles in the course of County Office business do so responsibly and act in accordance with established County Office policies and procedures.

The County Superintendent or designee has the responsibility to monitor, evaluate and put into place the procedures designed to manage risks associated with vehicle use.

The County Office also has a strong interest in avoiding undue liability risks by curtailing driving privileges of any person whose driving records suggest they presently pose higher than normal risks. The County Superintendent or designee further has the authority to require suspension or revocation of privileges to drive County Office or privately-owned vehicles for County Office business.

Any person using a vehicle for County Office purposes must register each school year with the County Office for such purposes. See the complete Superintendent Policy #3544 (in the front office), and the Employee Driver Application for further information.

Employees shall notify the Superintendent should they be involved in any type of traffic violation and/or accident while driving a fleet vehicle.
Employees shall notify the Superintendent should their driving status (i.e.: moving violations and/or accidents) changes in any way.

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION which may include the use of buses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.

STAFF ACTIONS:

- Notify Superintendent
- Move students away from immediate vicinity of the crash.

EVACUATE staff to a safe assembly area away from the crash scene. Take employee roster/name tags and emergency backpack.

- Check school site to assure that all students have evacuated.
- Comprehensive School Safety Plan
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building

Pandemic

The Governing Board recognizes that all TCOE staff must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. TCOE shall take all reasonable steps to prevent and/or mitigate the impact of a disaster including an infectious disease outbreak.

An influenza pandemic is a global outbreak of a new influenza virus. Pandemics happen when new (novel) influenza viruses emerge which are able to infect people easily and spread from person to person in an efficient and sustained way. The illness rates for both seasonal and pandemic flu are high among children. Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities. Office closures may also result.

Prevention

TCOE works to promote health and hygiene throughout the year. Such initiatives as outlined below and maintaining social distance when sick (i.e. stay at home if sick) are encouraged:

Cover nose and mouth with a tissue when they cough or sneeze. Throw the tissue away after use and wash hands or sneeze, or cough into your upper sleeve to prevent spread.
Wash hands often with soap and water, especially after coughing or sneezing. If water is not available, use an alcohol-based hand rub.
Avoid touching eyes, nose, or mouth. Germs spread this way.
Stakeholders Involved in a Pandemic Event
Trinity Office of Emergency Services, Trinity County Public Health, as well as TCOE Nursing Staff and the TCOE Safety Team/Emergency Command Team (see elsewhere in this document) are responsible for executing the community operational plan which may include case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.

When flu arrives in the community.

- Enact response plan with nursing team and community partners, as directed by OES or Public Health
- Any staff member can be designated to serve as Civil Service Worker
- Each employee will be assigned priority for serving as a Civil Service Worker depending on the need.
- Supply N95 respirators to all staff if exposed to infectious diseases
- The platoon system for rotation purposes will be implemented and a general plan made for systematic dismissal of staff
- The “All Call” system will communicate with staff as needed

Plan for Pandemic

Plan for pandemic is triggered by Department of Public Health and/or County Superintendent of Schools only

Goals:

- Be prepared for the unpredictable nature of pandemics
- Limit the number of illnesses
- Reduce the spread of the virus within office and community
- Preserve continuity of essential office functions
- Minimize economic and academic losses
- Work with local and state health departments to coordinate pandemic plans

Preparation
Ensure staff members understand early detection - TCOE County Nurse
Determine procedure for reporting any children and staff members exhibiting signs of illness - TCOE County Nurse
Maximize communication with parents and district communities related to health and safety and any pandemic episode. Educate about what each person can do to prepare and respond to minimize health risks. Information can be disseminated through social media, website postings, and press releases. Social media monitors - Management team Website monitor
Consider how to keep office running if staff become sick or must care for sick family members: Which employees can cover for others? - Department Heads/Management

Prevention
Work-From-Home Pandemic Policy Essential personnel, as determined by management, will be able to work from home for a determined amount of time until safe for the employee to return to the office.

- These employees will be able to check out computer equipment from IT. - Department Heads/Management
- Ensure staff and visitors are educated and trained in preventative measures such as respiratory etiquette, and universal procedures. - Front Office Staff, Department Assistants

Place reminders around the office (including entrances, meeting rooms, and restrooms).

- Topics include hand hygiene, covering coughs and sneezes, washing hands after using tissues, not touching eyes, nose, or mouth. - Front Office Staff, Department Assistants
- Ensure all personnel are informed with the latest developments of any pandemic episode. - TCOE County Nurse, County Superintendent
- Post notices at all entry points asking visitors not to enter if they have symptoms of influenza, Covid-19, or other virus symptoms.Front Office Staff, Department Assistants
- Discourage prolonged congregation in the hallways, offices, meeting rooms. - All Staff

All large group meetings are to be suspended.
Telephones should not be shared.
Disinfecting shared work areas, counters, railings, door knobs, and inside vehicles should be performed more frequently.
Work areas, counters, door knobs, railings 2X a day. Inside of vehicle after each trip

While operationally possible, during the day increase ventilation to the facility to decrease the spread of disease.
Ensure extra supplies of tissues, hand sanitizing gels, soap and water, disinfecting wipes and other cleaning supplies as well as no-touch trash cans are available for employees.

Provide disinfectant wipes in each vehicle

Filters of air conditioning should be monitored, cleaned and changed frequently. Director of Facilities and Operations

As a last resort, in consultation with public health officials, dependent upon significance of outbreak, consider if/when to close office.

COVID-19 Prevention and Training Plan

Employee Training

Provide regular training for employees on the following topics using interactive methods that are easy to understand including verbal, visual, audiovisual and picture-centered handouts and other resources:

- What is COVID-19 and how is it spread
- Signs and symptoms of COVID-19
- When to seek medical attention if not feeling well
- Prevention of the spread of COVID-19 if you are sick
- Physical distancing guidelines

- Importance of washing hands with soap and water for at least 20 seconds or use of hand sanitizer if soap and water are not readily available.
- Hand washing should occur before and after using the toilet, eating, coming and going to work, after interactions with others, after contacting shared surfaces or tools, before and after wearing masks or gloves, and after blowing nose or sneezing.
- Methods to avoid touching eyes, nose and mouth
- Coughing and sneezing etiquette
- Safely using cleansers and disinfectants
- Reading labels, wearing proper personal protective equipment (PPE), hazard review and steps to minimize harm to employees using those products.

Procedures to Help Prevent the Spread of COVID-19

As per Public Health and the state of CA mandates during an active pandemic, all staff will follow intake procedures which include:

- Taking employees' temperatures on a daily basis, maintaining those daily logs confidential and if an employee has a fever of 101 degrees Fahrenheit or greater, the employee will be sent home.
- Daily intake of employees' health - if they have a cough, fever, shortness of breath or have been exposed to anyone with a positive diagnosis.

If an employee is not feeling well and is exhibiting symptoms that may be attributed to COVID-19, such as acute respiratory symptoms or a fever, the company will do the following:

- Provide resources including how to seek medical care information
- The employee will be asked to go home. An employee sent home from work due to visible signs of illness shall remain home until asymptomatic for at least 72 hours. The employee may be eligible for up to two workweeks of emergency sick leave at the employee's full pay rate; the emergency paid sick leave is separate from theemployee's district leave balances and may be used before any personal leaves. If the employee needs additional leave after the emergency paid sick leave has exhausted, the employee will use their paid sick leave, and upon exhaustion, other entitlement/differential pay leave during the absence. An employee may choose to use paid vacation (classified only) and/or compensatory time if available, prior to other entitlement/differential pay. After exhaustion of all sick leave benefits, an employee will be required to use vacation (classified only) and/or compensatory time as available, consistent with leaves policy.
- An employee who has been off work due to illness with the type of symptoms associated with COVID-19 (fever, cough, and shortness of breath) may return to work once they have been completely asymptomatic for at least 72 hours or they gave a release from a health care provider to return to work. This requirement is in accordance with guidance from local public health authorities and applies whether or not the employee has been confirmed to have COVID-19.

If informed that an employee tests positive for COVID-19, the company will provide notice to health officials in the county/city in which they are working to thus provide company with further guidance. Information includes but is not limited to:

- The employee's work location, work hours, general and specific work duties, if the employee has traveled to multiple worksites recently with timing, and the last day the employee was at work. Identify who has been in contact with the employee. The employee's name will not be disclosed unless asked to by the health officials.

Company will establish routine schedule to clean and disinfect common surfaces and objects in the workplace. This includes but is not limited to:

- Classroom technology devices, containers, counters, tables, desks, chairs, benches, door handles, knobs, doorbells, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles and buses – inside and out, and trash cans.

The process of disinfecting includes providing disinfecting products, any PPE required for their safe use along with review of manufacturer instructions for proper use.

- Procedures to Increase Physical Distancing
- Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is at least 6 feet

Employees will be asked to practice distancing outdoors including, but not limited to the following:

- When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas
- Before starting the work shift
- After the work shift
- Coming and going from vehicles
- Entering, working and exiting physical buildings or other structures
- During breaks and lunch periods
- When other work activities including using various tools

Good Sanitation Practices

- Check restroom facilities frequently and make sure they are clean and sanitary
- Assign an employee to check restrooms, open doors, re-stock toilet paper, clean and sanitize as necessary
- Make sure hand washing areas have plenty of soap, paper towels and that someone is cleaning and sanitizing
- Make sure hand washing supplies are re-stocked regularly
- Assign an employee to serve drinking water and provide appropriate PPE including but not limited to gloves and N95 respirators
- Sanitize water receptacle and spigot frequently

Limit Non-Essential Visits and Travel

- Transition into on-line ordering for any direct to consumer sales with outside pick-up or delivery options.
- Visitors must be approved before arriving, employees should maintain social distancing from visitors.
- Limit any unnecessary travel from one campus to another in vehicles, this includes personal employee vehicles and company provided vehicles, with multiple passengers.
- Eliminate all non-essential and non-related services, such as entertainment activities.

- Work Related Injuries and Illnesses

- For individuals not exhibiting signs of COVID-19 but who experience a work-related injury or illness, regular procedures and reporting are to be followed.

Psychological Trauma

In the event of psychological trauma on campus, the school counselor and school psychologist will be called to work with the principal on an appropriate response to the situation. In the case of an emergency, 911 will be called.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

Admin ACTIONS:
Call 911.
Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
Maintain a log of affected staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
Provide list of potentially affected staff to responding authorities.
Provide staff with information on possible poisonous materials in the building.
Confer with Department of Health and Human Services before the resumption of normal school activities.
Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:
Notify site administrator.

Call the Poison Center Hotline 1-800-222-1222.
Administer first aid as directed by poison information center.
Seek additional medical attention as needed.

PREVENTATIVE MEASURES:
Keep poisonous materials in a locked and secure location.
Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training

Tactical Responses to Criminal Incidents
Follow Trinity County Sheriff's Department plan and procedures.

Unlawful Demonstration or Walkout
An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure
1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate appropriate Immediate Response Actions.
3. The Principal or designee will call 911 to request assistance and will provide the exact location and nature of emergency.
4. The Emergency Response Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record the address, telephone number and time entered or departed. The Main Gate should not be locked down, as a blocked entrance may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the Principal or designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and/or blinds.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The Principal or designee should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The Principal or designee will notify parents of the incident, as appropriate

Emergency Evacuation Map

Comprehensive School Safety Plan

2025-2026
School Year

School: R.I.S.E. Academy

CDS Code: 53105380132423

District: Trinity County Office of Education

Address: 201 Memorial Drive
Weaverville, CA 96093

Date of Adoption:

Date of Update: 2/05/2026

Date of Review:

- **with Staff** Amanda Cloud
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Fabio Robles	Superintendent of Schools		
Jeff Morris	Chair, Safety Advisor Committee Representative		
Sally Aldinger	Board President		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at RISE Academy.

Safety Plan Vision

AFFILIATION AND BONDING

The school administration desires to provide a safe and orderly environment for all employees and students. When violence is directed at an employee or student, the district takes steps to ensure that all appropriate legal measures are instituted to protect that person. Verbal abuse is never tolerated and anyone participating in the misconduct will be disciplined according to school procedures and policy.
School staff work hard to build relationships and to convey a feeling of fairness to students in order to enable them to feel safe in reporting any possible danger on campus including, but not limited to, weapons or threats against themselves, other students or staff members.

BEHAVIORAL EXPECTATIONS

Behavioral expectations will be clearly stated and modeled by staff members. All staff should send positive messages to students by modeling high moral standards and showing no favoritism.

ACADEMIC EXPECTATIONS

The RISE Academy has adopted California State Standards so that academic expectations are clear and positive. All instructional staff members necessitate the efficient use of class time so that student learning can be maximized.

SUPPORT AND RECOGNITION

RISE Academy staff and students will be given appropriate recognition for constructive and positive behavior frequently and publicly (when appropriate). By giving positive feedback, the administration shall show students and staff the appreciation needed to reinforce those feelings and behaviors.

Components of the Comprehensive School Safety Plan (EC 32281)

R.I.S.E. Academy Safety Committee
Our safety committee consists of the Superintendent and School Site Council/LCAP Advisory Committee, which is made of staff members, students, and parents.

Assessment of School Safety
The district's comprehensive safety plan shall be regularly reviewed and updated in order to reflect changed circumstances and to evaluate the district's progress in achieving safety goals and objectives of the district's comprehensive plan.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Recent research has indicated that comprehensive safe school planning can be instrumental in producing a safe school environment. The four basic principles:
1. Safe schools are caring schools. Students in safe schools feel respected and know that the people in that learning community care about their individual needs and expect them to succeed. The student's cultural heritage is respected, and there is tolerance for racial, language, physical, and ethnic differences in the school. Similarly, staff members in a safe school perceive that they are safe and that their ideas about school improvement are valued. Safe schools welcome parents and community members who share their ideas, talents, and resources in improving the school environment and make the school a valued part of the community.
2. Safe schools are built through the cooperative efforts of parents, students, teachers, classified staff, law enforcement representatives and community members.
3. Safe schools communicate high standards. Students and staff know that learning and achievement are encouraged and highly valued and that positive social behaviors are expected. They know that the achievement of each individual is valued regardless of innate academic or physical talents. The consequences for violating the rules and standards are equally clear.
4. Safe schools stress prevention, and the staff and students are prepared. Ongoing training opportunities allow students and staff to increase their ability to deal with conflict, anger, and other threats to safety. Safe schools have security checks on a regular basis to identify potential physical hazards or the school's vulnerability to crime and vandalism. They also institute ongoing programs to prevent gang activity; drug, tobacco, and alcohol abuse; and other negative behaviors. Finally, because it is impossible to prevent all problems, safe schools have crisis response plans in place to deal with unforeseen emergencies.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
The County Board is committed to supporting the safety and well-being of RISE 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.

[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 employment (Penal Code 11165.5, 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
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, for purposes of self-defense, 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; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; County Office police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

[Reportable Offenses]

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

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

Any RISE employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 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 the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

[Reporting Procedures]

1. Initial Telephone Report

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

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

Trinity County Child Protective Services

P.O. Box 1470 Weaverville, CA 96093

(530)623-1314

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 prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from RISE or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department. Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

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

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

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

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

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

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

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

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

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

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

[Training]

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

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

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. 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 CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

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

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

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

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

[Release of Child to Peace Officer]

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

[Parent/Guardian Complaints]

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

To file a complaint against a RISE 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 shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

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

[Notifications]

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. RISE 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 the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the County Superintendent or designee. (Penal Code 11166.5)

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

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

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

References:
BP 5141.4 Child Abuse Prevention and Reporting 5/22
AR 5141.4 Child Abuse Prevention and Reporting 5/22
EDUCATION CODE
32280-32288 Comprehensive school safety plans
33308.1 Guidelines on procedure for filing child abuse complaints
44690-44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning the conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education
PENAL CODE
152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of a child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting
11164-11174.4 Child Abuse and Neglect Reporting Act
CDE LEGAL ADVISORIES
0514.93 Guidelines for parents to report suspected child abuse

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

Disaster Plan (See Appendix C-F)
The Governing Board is fully committed to preventing violence and crime on school grounds.

The superintendent/principal and staff shall strictly enforce all Board policies related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline.

In order to save lives and protect property, all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.

The superintendent/principal has been instructed to develop and maintain a disaster preparedness plan, which details provisions for handling all foreseeable emergencies and disasters.

District and site plans shall address at least the following situations:

1. Fire on and off school grounds which endangers students
2. Natural or man-made disasters
3. Bomb threats
4. Attack or disturbance by individuals or groups

The Superintendent/Principal should ensure that the plan includes:
1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communications system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis.

Items to be included in the disaster preparedness plan include the following: (Policy Reference BP/AR 3516)
1. Fire drills and fires, Policy Reference 3516.1
2. Bomb threats
3. Earthquake emergency
4. School safety and security
5. Visitors on campus BP/AR 1250
6. Weapons and dangerous instruments BP/AR 5131.7
7. Search and seizure BP/AR 5145.12

STANDARD RESPONSE PROTOCOL
RISE Academy will use the Standard Response Protocol (SRP) as a uniform response to an incident at school. SRP will be used by all Trinity County schools and law enforcement in order to have the most efficient and effective response to a crisis situation. SRP is based on directives of actions applied to all scenarios and will demand specific vocabulary when communicating with all staff, students, and first responders.
The actions and vocabulary are:
· HOLD: "Hold in your room or area. Clear the walkways and Middle Room. Stay with your adult."
· SECURE: "Get inside. Lock outside doors."
· LOCKDOWN: "Locks, lights, out of sight."
· EVACUATE: "Evacuate to .....(a specific location)."
· SHELTER: "Shelter for a .....(hazard) using .....(safety strategy)."

Adaptations for Students with Disabilities
Disaster Procedure for IDEA pupils (20 U.S.C 1412 (a) (16)

Education code § 32821 requires schools to develop safety plans. Education Code 32822 (a) tells schools what to have in a "comprehensive school safety plan." As part of that requirement subsection (B(i)) requires "Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

In an effort to ensure that all students with disabilities are provided the support needed in an emergency, the site-level Incident Command System (ICS) team should maintain a confidential roster of students with special needs. ??

The list should include the student's:

- Teachers
- Classrooms
- Daily schedules
- Potential needs during an emergency
- Relevant strategies that have enabled the student to participate successfully in general school activities
- Information about transportation/relocation needs (i.e. harness, seatbelt, helmet, etc.)

This document should only be accessible to authorized personnel in order to maintain confidentiality. Store this list with the administrative emergency documents (release cards, student spreadsheet, etc.)

Evacuation

- Ensure all evacuation routes (on campus) are navigable by students who use a wheelchair, walker, cane or have limited mobility/visual impairments.
- Ensure student has appropriate and supported access to stairs, if class is not on the first floor.

Evacuation Assistance

- Stay calm
- Explain what is happening and what students/staff need to do even if you think they do not understand
- Know the students, their needs and fragilities
- Pre-identify and train rescuers (and back-ups for each rescuer) for every student needing assistance
- Evacuate necessary equipment with students and keep it ready to go by the door
- Rescuers and students must practice and participate fully in all emergency drills

Mobility Disabilities Evacuation. Demonstrate to staff how to evacuate wheelchairs.
There are a few different evacuation assistance methods. Evaluate which will work best for your individual students.

DEVICES can be used to assist multiple students.

Two-Person Swing Carry (also known as chair carry)

- One rescuer on each side of student
- Press in close to student when carrying for extra support
- One rescuer takes student's wheelchair/walker down the stairs
- Avoid putting pressure on student's arms, legs, or chest

Two-Person Rescue Seat Carry (using Rescue Seat pad)

- One rescuer on each side of student
- Rescue seat can be placed on empty chair and student transferred into it or
- Rescue seat can be slipped under student while in wheelchair
- One rescuer takes student's wheelchair/walker down the stairs

Two-Person Evac+ Chair (using Evac Chair device)

- Two rescuers needed to transfer student, and one to hold evac chair in place
- Fasten straps around student before transport
- Tip chair forward to disengage wheels
- Chair glides on skids down the stairs
- One rescuer takes student's wheelchair/walker down the stairs

Blind/Low Vision Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Extra practice helps students gain familiarity with evacuation route
- Communicate hazards as you guide
- Consider tactile strips along evacuation route
- Account for unaccompanied students immediately in emergency

Deaf/Hard of Hearing Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- If an emergency is announced over loudspeaker (no strobes), account for any unaccompanied deaf/hard of hearing students who may not have heard or understood the announcement
- Use touch and eye contact to gain students' attention
- Flick lights rapidly to gain students' attention
- Speak in short, clear phrases
- Use common gestures to communicate (hand up for stop; thumbs up for ok, etc.)
- Provide flashlights/headlamps to D/HH students and staff
- Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off. Remember to tell them to turn the hearing aids back up.
- Account for unaccompanied students immediately in emergency

Cognitive Disability Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Long-term training, more frequent drilling and reminders are helpful
- Use simple, concrete words
- Avoid multiple-step directions
- Allow extra processing time for response
- Use visual or tactile cue (students wear fire hats when hear fire alarm, etc.)
- Account for unaccompanied students immediately in an emergency
- May need more supervision

Autism Spectrum Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Allow extra processing time for response
- Avoid touch
- More frequent drilling is helpful to accustom students to a different routine
- Find quiet location in assembly area away from extra stimulation
- Check for injuries if appropriate, as some people who have autism do not react to pain
- Account for unaccompanied students immediately in emergency
- May need more supervision
- If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device.

Medically Fragile/Special Healthcare Needs Evacuation

- Speak calmly

- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- Search and Rescue team is not to re-enter building for equipment/supplies left behind
- Take equipment (e.g. g-tube food supplies, catheter supplies, suction machines) when evacuating and keep necessities ready to go near door
- Suction machines must have their plug-in adapter daily as it may need to be switched to a generator.
- Backpacks are recommended for carrying supplies to keep hands free
- Pre-label supplies with student names
- Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula)
- Take care moving oxygen as it is pressurized, and secure tanks once moved
- Account for unaccompanied students immediately in emergency

Earthquake
Does the student have a physical disability that makes getting under a desk difficult?
Lock/Cover/Hold on instead of Drop/Cover Hold on

- Roll wheelchair into an area of the classroom with structural protection
- Lock wheels
- Cover head and eyes to best of ability
- Rescuers need to drop, cover, and hold on, too

Assisted Toileting

- Create an accessible latrine stall

commercially available or build with materials on-hand (unused walker)
extra-large stall for maneuverability (two privacy screens)

- Table with straps and privacy
- Diapers, gloves, bags, sanitary pads, sanitizer, and wipes in bin

Students Who Have Medical Procedures during the School Day

- Designate area for the medical protocol station
- Privacy screen
- Table with straps
- Equipment necessary for medical protocols

Medication
Do you have extra doses of prescription non-expired medications on-site and available (e.g. EpiPen, Diastat, Insulin)? Do you know what significant medications are taken by students during non-school hours?

- Have a plan for enhanced student care without medication
- Protect the privacy of medical information

Transportation/Relocation

- Know what type and number of specialized buses you may need for transportation
- Talk with families about their plans to pick up their child in a disaster. Do they have the necessary transportation? If not, you may have those students for a longer time.
- Be prepared to provide transportation/relocation equipment as needed (i.e. harness, seatbelt, helmet, etc.)

Public Agency Use of School Buildings for Emergency Shelters
The Governing Board has designated the superintendent authorization to work with local agencies, such as the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the superintendent or principal any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.
Policy Reference: BP/AR 5144.1

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
The Board desires to provide a safe and secure work place for its employees. Employees have been instructed that they may use reasonable force when necessary in order to protect themselves from attack, or to protect another person or property, or to quell a disturbance.

The superintendent/principal has been instructed to inform the teacher of any student in his/her class who has engaged in or is reasonably suspected of engaging in a dangerous act.

When informed by the court that a minor student has 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 principal shall so 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)

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Policy Reference: BP/AR 4158

(E) Sexual Harassment Policies (EC 212.6 [b])
The Governing Board of the district shall not tolerate any behavior by school staff members which constitutes sexual harassment of a student.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education code 121.5)

For purposes of suspension and expulsion, the conduct constitutes harassment when, considered from the perspective of a reasonable person of the same gender of the victim, to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment. (Education Code 48900.2)

The superintendent/principal has been instructed to develop guidelines for the identification of sexual harassment and the investigation of complaints involving sexual harassment.
(F) School-wide Dress Code Relating to Gang-Related Ap

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Education Code 35183 authorizes the 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 approving the school plan must determine that the policy is necessary for the health and safety of students. In Marvin H. Jeglin et al v. San Jacinto Unified School District et al, 827 F. Supp. 1459 (C.D. Cal. 1993), 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 school activity. Education code 35294.1 specifies that for the purpose of establishing a school wide dress code, gang-related apparel shall not be considered a protected form of speech pursuant to Education code 48950.

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

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code maybe included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

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

Policy Reference: BP/AR 5132

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (32282(a)(1)(B))
Claims Act (Government Code 8 10-996.6), school districts are liable for their employees' failure to use reasonable care to prevent foreseeable injuries resulting from school activities. Within the scope of their employment, school staff are held to that degree of care "which a person of ordinary prudence, charged with (comparable) duties, would exercise under the same circumstances." (Daily v. Los Angeles Unified School District (1970) 2 Cal 3d 741, 747)

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The principal has been instructed to ensure that certificated employees or paraprofessionals supervise the conduct and safety, and direct the play, of students of the school.

The principal has been instructed to ensure that certificated employees or paraprofessional supervise the conduct and safety, and direct the play, of students of the school who are on school grounds before and after school, during recess, and during other intermissions.
Teachers have been instructed to be present at the school not less than 30 minutes before the time that school starts. The principal, in cooperation with the teaching staff, shall provide for the supervision and safety of students on campus prior to the opening of the classrooms.

The superintendent or principal shall ensure that teachers, paraprofessionals and volunteers who supervise students receive instruction in the above safety practices and in supervisory techniques which will help them to forestall problems and resolve conflicts.
The governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance and reduce tardiness. The extent to which the district provides for transportation services shall depend upon student and community needs and a continuing assessment of financial resources.

The superintendent/principal shall recommend to the Board the most economical and appropriate means of providing transportation services.

The superintendent/principal shall develop procedures to promote safety for students traveling in school activity vans.

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

Component:
Social Environment

Element:
LCAP Goal 4: All students and parents at R.I.S.E. Academy will be actively engaged and supported in a safe and healthy learning environment.

Opportunity for Improvement:
Students will continue to benefit from established systems of support.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
RISE Academy believes that all students should be treated respectfully and fairly and that consequences should be designed to encourage positive behavior.	Disciplinary policies and consequences have been developed jointly by the administrator and school staff. These policies were developed under the belief that positive conflict resolution techniques should be used to avoid unnecessary confrontations and when misconduct occurs, that the staff shall make every effort to identify and correct the cause of the student's misbehavior rather than focus solely on the symptoms of the problem. All staff members are trained to understand behavioral expectations and what action to take when student misconduct occurs so that they may respond fairly and consistently. When criminal behavior on the school campus occurs, the administrator notifies the appropriate county law enforcement authority if necessary. The school policy "Suspension and Expulsion/Due Process" clearly defines when and how to notify law enforcement authorities. The administrator and school staff keep parents well-informed about school expectations. Continue to maintain a constant level of communication through all-call texts, newsletter, notices and verbal communication.	Teacher created District policies and procedures RISE Academy Student Handbook RISE Academy Parent Handbook	Principal or designee	Annual parent, student, staff surveys

Component:
Physical Environment

Element:
Ensure a safe, welcoming, inclusive, and supportive climate for all students, their families, and our school community.

Opportunity for Improvement:
We will keep our school buildings and classrooms clean, welcoming, and safe for our students, staff, and school community.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will keep our school building and classroom clean, welcoming, and safe for our students, staff, and school community.	Keep the area around our school campus clear of debris and hazards. Keep in contact with Trinity Alps Unified School District on maintenance needs for the RISE building Keep the evacuation plan up to date and train staff on the evacuation plan. Work with local agencies, such as the Sheriff's Department and Probation Department to obtain information about possible threats. Continue to participate in the Safe Schools Collaborative.	Evacuation Plan Safe School Plan Law enforcement agencies	Principal or Designee	Annual parent, student, staff surveys, FIT Report

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

R.I.S.E. Academy Student Conduct Code

Conduct Code Procedures
The Governing Board established policies and standards of behavior in order to promote learning and protect the safety and well being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

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The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the superintendent/principal any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

(K) Hate Crime Reporting Procedures and Policies
RISE Academy Student Conduct Code

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going or coming from school, or at school activities.

The superintendent or designee shall ensure that RISE Academy develops standards of conduct and discipline consistent with board policies and administrative regulations. Students and parents shall be notified of district and school rules related to conduct.
Conduct Code Procedures

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(J) Procedures to Prepare for Active Shooters

In order to prepare for an Active Shooter, the following procedures will be followed:

- We will ensure active shooter drills are trauma-informed and developed with the input of school personnel, including school-based mental health professionals, and that the drills use age and developmentally appropriate content and terminology.
- We will notify all parents and guardians of students in advance that a drill will be taking place and of the expected length of the drill. We will provide parents or guardians an opportunity to opt their child or children out of the drills and also provide notice to all parents after the drill has concluded.
- We will notify all teachers, administrators, and school personnel who are subject to the drills in advance that the drill will be taking place and of the expected length of the drill.
- We will make an announcement to students and educators immediately before the start of the drill, and immediately after the drill has concluded.
- We will provide resources such as contact information for school and community-based resources, including local organizations focused on reducing gun violence and mental health counseling, to parents and guardians, students, and staff.

Staff members have been trained to utilize ALICE protocols, according to the Active Shooter Policy, in response to any violent critical incident, otherwise referred to as “A Violent Intruder Event.” ALICE is a proactive, options-based plan for civilian response that empowers individuals to utilize human action, building infrastructure and communication options to increase their chance of survival. ?

Staff members are able to utilize any or all of the 3 options below during a violent intruder event.
Evacuation
Enhanced Lockdown
Counter??

Violent Intruder Event Response/Options
Staff members are trained to recognize an ALERT and immediately determine a course of action. Alerts can include sensory inputs like gunshots, screaming, loud noises, text messages or other types of emergency notifications. When safe to do so, all staff have been advised of how to make a loudspeaker announcement of any intruder event (active shooter or active intruder).

Staff have been advised, when announcing an event, to speak in plain language - no code words - and provide as many details as you know (what, where, who, how, what direction). The details provided will help other staff members gauge what would be an appropriate action for them based on where they are in relation to the intruder.

Each individual staff member will determine their best course of action during a violent intruder event.

The first and best option (whenever safely possible) is always to evacuate. If evacuation is chosen, the staff member should not stop to collect belongings, but should leave the building quickly and quietly. When the situation has been secured, return to the Assembly Area. See the

Evacuation/Assembly plan for directions
When safe evacuation is not possible, the next best option to consider would be an enhanced lockdown. Enhanced lockdown includes shutting and locking the doors and windows of the room, creating a barricade against the door(s) with all available items such as desks, chairs, tables etc. Tying door(s) and handles with belts or cords is recommended. Be as quiet as possible and turn down any electronic devices so they don’t inadvertently attract the intruder to your room. If there are multiple staff members in the room, everyone should spread out and arm themselves with countermeasures in case the intruder breaches the door barricade.

Countermeasures may include preparing to throw a stapler, a book, etc. at the intruder (see below). Once the door is locked and barricaded, DO NOT OPEN THE DOOR FOR ANYONE. If someone asks for you to unlock the door, you can phone 911 to find out if the person knocking at your door is Law Enforcement – they can relay their position and confirm.

The last choice for a staff member during a violent intruder event is to COUNTER using ALICE protocols. Counter is NOT fighting, it is distracting and interrupting the intruder’s ability to aim, hit or inflict harm. Countering could include but is not limited to yelling, running, throwing objects, swarming, and if necessary, disarming the intruder. Counter is DEFENSIVE, not OFFENSIVE.

Whenever safe to do so, each staff member is responsible for informing other individuals in the vicinity of any/all pertinent details (what, where, who, how, what direction), in plain language NOT using any code words. Information sharing can be accommodated through the PAGE ALL button on each of the phones throughout the COE.

When safe to do so, call 911 if you have any information about location and description of the threat. If anyone is injured or wounded inside a room with you, when safe to do so, alert 911 of the nature and severity of injury or injuries and the location. Follow all directives of emergency personnel.

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 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, websites, 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 website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

- The district's policy on student suicide prevention, including a reference to the

policy's age appropriateness for students in grades K-6

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

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

Sudden Cardiac Arrest & Medical Emergencies

CARDIAC ARREST & AED ACCESS:

The LEA maintains written medical emergency response procedures, including protocols for sudden cardiac arrest, AED access, staff training, and coordination with emergency medical services, in compliance with AB 2887 and applicable Education Code requirements.

Sudden Cardiac Arrest (SCA): Sudden loss of heart function, breathing, and consciousness; often characterized by a student or staff member collapsing and becoming unresponsive.

Life-Threatening Medical Emergency: Conditions including severe allergic reactions (Anaphylaxis), uncontrollable bleeding, or respiratory distress.

Identification Protocol: Authorized staff use training to recognize signs of SCA, such as agonal gasping or seizure-like activity, distinguishing it from non-life-threatening fainting.

Level 1 (Immediate Threat): Victim is unresponsive, not breathing, or has no pulse. This requires immediate activation of the AED and CPR protocols.

Level 2 (Urgent Medical): Victim is conscious but experiencing severe distress (e.g., chest pain, difficulty breathing).

Level 3 (Stable/Non-Life-Threatening): Minor injuries or illnesses that do not require emergency EMS intervention but necessitate school-site medical assessment.

911 Activation: Immediate call to emergency medical services (EMS) by the first available staff member.

CPR/AED Deployment: Retrieval and use of the nearest Automated External Defibrillator (AED) by CPR-certified staff.

Life-Saving Intervention: Administration of Epinephrine (Epi-Pen) or Naloxone if the emergency type warrants such intervention.

EMS Coordination: Designating a staff member to meet EMS at the school entrance and clear a path to the victim’s location.

Internal Notification: Use of the campus radio or PA system to alert the "Medical Response Team" to the specific location.

Parent/Guardian Notification: Following the incident, the site administrator will contact the family to provide details of the emergency and the medical facility where the student was transported.

Post-Incident Documentation: Completion of a formal medical incident report for TCOE records and EMS coordination follow-up.

Opioid Prevention and Life-Saving Response Procedures

Opioid Prevention and Life-Saving Response Procedures

Legal Compliance & Authority

In accordance with Senate Bill 10 and Education Code 49414.3, the Trinity County Office of Education (TCOE) maintains a protocol for recognizing and responding to opioid overdoses. This plan is aligned with GAMUT AR 5141.21 and local Trinity County Public Health standing orders. TCOE provides naloxone hydrochloride (Narcan) to trained volunteers and school nurses to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Annual Notification and Training

Notice: TCOE distributes a notice at least once per school year to all staff containing a description of the naloxone volunteer training.

Volunteers: Each site designates one or more volunteers to receive initial and annual refresher training on storage and emergency use.

Medical Oversight: The School Nurse obtains a standing order from an authorizing physician specifying the quantity of naloxone to be furnished and is responsible for restocking supplies within two weeks of use or prior to expiration.

Emergency Recognition (Signs & Symptoms)

Staff shall monitor for the following life-threatening emergency signs:

Breathing: Slow, shallow, erratic, or absent; snoring or gurgling sounds ("death rattle").

Pulse: Slow, erratic, or not present.

Mental Status: Unconscious, limp body, or unresponsive to "shake and shout" and sternal rubs.

Appearance: Pale, blue, or gray skin; blue/purple lips or nail beds; clammy face.

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Emergency Response Steps

Assess: Determine consciousness. Shake, shout, and perform a sternal rub.

Activate: Call 911 immediately. State: "We have an unresponsive person who is not breathing." Activate the site emergency response team.
BLS: Provide CPR, rescue breaths, or AED if the victim is unresponsive.
Administer: Give the first dose of intranasal naloxone per manufacturer instructions.
Position: If breathing, roll the person into the Recovery Position (on their side).
Monitor: If no response in 2–3 minutes, administer a second dose of naloxone.
Hand-off: Support the patient until EMS arrives. Provide EMS with the used naloxone device.
Post-Incident Procedures
Notification: Notify the parent/guardian and the School Nurse immediately.
Reporting: Complete documentation of the naloxone administration per TCOE policy.
Debrief: Conduct a site-level debriefing to review the response and provide staff support.
Indemnification: TCOE provides defense and indemnification for any employee who volunteers to administer naloxone in good faith pursuant to EC 49414.3.

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 Trinity County Office of Education 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 the Trinity County Office of Education, and law enforcement representatives.

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 enable 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
- Start with Hello: Social isolation is the overwhelming feeling of being left out, lonely, and treated like you are invisible. Young people who are isolated can become victims of bullying, violence, and/or depression. As a result, many further pull away from society, struggle with learning and social development, and/or choose to hurt themselves or others. 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
- 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

1. Incorporate the following in Acceptable Use of Technology policies and agreements:
"Users of the Trinity County Office of Education network must be aware that information accessed, created, sent, received, or stored on a network or its school sites are the property of the Trinity County Office of Education. Account users do not have any right to or expectation of privacy regarding such materials. Trinity County Office of Education reserves the right to monitor all traffic on the Trinity County Office of Education network ."

2. Incorporate in all school site Comprehensive School Safety Plans active assailant resources.

3. Train all school employees in Options-Based Responses (Run, Hide, or Fight) to Active Assailant Situations.

4. 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.
- At least one district drill annually to practice offsite evacuation and reunification procedures.

5. 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.

TARGETED SCHOOL VIOLENCE RESPONSE STRATEGIES

1. If during the school threat assessment, it is believed the individual currently poses a danger to themselves or others, consider available external mental health services such as the Behavioral health Crisis Team

2. In instances where a longer-term assessment of risk is necessary, schools should consider engaging the services of a psychologist who specializes in threat assessment and threat management to serve as an external consultant, particularly under the following circumstances:
- The school site team is uncertain how to proceed with a juvenile that makes or poses a threat and would benefit from expert consultation on the threat assessment and threat management process. Ensure the enlisted professional has experience working with juveniles and understands the juvenile justice system.
- The individual making or posing a threat is an adult or does not attend the school. School site teams are not equipped to assess and manage cases involving adults or non-students.

RECOVERY STRATEGIES

1. Utilize (all-call) system (text, voice call, e-mail, and social media) to communicate with parents and other stakeholders, and to aid in family reunification following a crisis event.

2. Train school-based mental health crisis intervention teams to support student and staff recovery needs following a traumatic event.

TARGETED SCHOOL VIOLENCE PROTOCOL

Establish a School Threat Assessment Team. It is important to remember individuals can pose a threat without verbally articulating to anyone. Oftentimes, these threats come to light through a behavior or series of behaviors observed by others.

While the team composition for this model can be adapted to meet the staffing patterns of each school, school threat assessment teams are typically composed of personnel from each school site who work in the following roles:

- School site administrator
- School psychologist
- School counselor or school social worker
- School resource officer or juvenile service officer STEPS

Step 1: Evaluate the threat.
A threat assessment begins when a student is reported to have made a threat, which is defined as any expression of intent to harm someone. Threats may be oral, written, graphic, or behavioral. They may be communicated to the intended target or to third parties. Behavior that implies a threat, such as carrying a weapon or acting in a menacing manner, should be assessed to determine whether a threat is present. If a threat is identified, obtain a specific account of the threat by interviewing the student who made the threat, the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the student's intentions.

Step 2: Attempt to resolve the threat as transient.
The team should gather information from witnesses and the student to determine the context and meaning of the threat. A transient threat is not a serious threat and may be an expression of momentary anger. It may be an expression of humor or hyperbole that does not convey genuine intent to harm. A transient threat is resolved with an explanation or apology, and although disciplinary consequences and counseling may be appropriate, safety precautions are not needed.

Step 3: Respond to a substantive threat.
If a threat cannot be resolved as transient, it should be treated as a substantive threat, which means there is some ongoing intent to harm someone. The team must take precautions to protect potential victims, including warning victims and taking appropriate actions to supervise the student. An attempt should be made to resolve any apparent problem or conflict underlying the threat.

Disciplinary measures are applied as appropriate to the circumstances after safety measures have been successful. A threat to hit, assault, or beat up someone is termed "serious," whereas a threat to kill, rape, use a weapon, or severely injure someone is termed "very serious ." Serious threats are resolved at this step, but very serious threats require a safety evaluation.

Step 4: Conduct a safety evaluation for a very serious substantive threat.
Very serious threats require immediate protective action, including contact with law enforcement, followed by a comprehensive safety evaluation. The safety evaluation typically includes both a law enforcement investigation conducted by the school resource officer and a mental health assessment conducted by a school mental health professional. The mental health assessment is designed to determine referral and support needs and to identify the subject's reasons for the threat. Based on both law enforcement and mental health input, the team develops a safety plan that is designed both to reduce the risk of violence and respond to the student's needs for services or support. The safety plan should include a review of the student's Individual Educational Plan if the student is already receiving special education services, a referral for special education evaluation, or "child find" procedures if a disability is suspected.

Step 5: Implement and monitor the safety plan.
The threat assessment team implements the safety plan and maintains contact with the student to monitor the plan's effectiveness. The plan and follow-up actions are documented. The plan is revised as needed.

THREATS POSED BY STUDENTS

1. If imminent danger is present, the school administrator or a school staff member
will call 911 immediately.

2. If the identity of the person posing or making the threat is known, school staff may request a Behavior Crisis Intervention Team be dispatched.

3. All threats or concerning behavior will be reported to a school site administrator. In all cases, the school administrator will

attempt to get a written account from the student who made or posed a threat and any witnesses.

4. The school administrator will follow the five-step decision-making process described above. NOTE: The school administrator will document in the student's discipline record information on all threats made by a student (including transient threats and substantive threats that are serious) and the school's response.

5. If the school administrator determines that a threat is "very serious" (a substantive threat to cause serious injury or death) the school administrator will activate the school site threat assessment team and brief the team on the facts.

6. The school administrator will, as part of the school's investigation, determine if a search of the student's possessions is appropriate. Parental consent and/or notification is not required.

- Start by asking the student's permission. If the student refuses, the search must be supported by reasonable suspicion that a school rule or law has been violated and that the search will uncover evidence of that violation. Prior to authorizing a search, the school administrator will document the threat, and the purpose of the search, making a clear connection between the suspected violation, and the scope of the search.

More specifically:
o Is there reasonable suspicion that the search will turn up evidence that the student has violated the law or a school rule?
o Is the extent of the search reasonably related to the suspected infraction? Reasonableness may be determined by school policies, consent, or exigent circumstances.
o Is the search not " excessively intrusive " in light of the student's age, sex, and the nature of the infraction?
o The scope of the search is limited to the evidence sought.

If the school administrator determines a search is appropriate, the administrator may access electronic device information only under the following circumstances as specified in Penal Code Section 1546.1:
Pursuant to a warrant, wiretap order, order for electronic reader records, subpoena, order for a pen register, or trap and trace device, or both.

With the specific consent of the authorized possessor of the device.

- If a school official, in good faith, believes that an emergency involving danger or death or serious physical injury to any person requires access to the electronic device information.

1. The site threat assessment team conducts a comprehensive safety evaluation. The student may be suspended pending the completion of the evaluation. Expulsion may also be recommended. It is important to note that threat assessment is separate and distinct from discipline. Disciplinary consequences for threats are appropriate if the behavior is sufficiently disruptive and/or violates school rules and education code.
2. The site administrator will summarize the evaluation and threat management plan in a Safety Evaluation Report.
3. The site administrator will act as case coordinator for all students who have a threat management plan. The site administrator will convene the site threat assessment team monthly to review student progress and modify threat management plans as needed. Modifications will be documented as addendums to the Safety Evaluation Report.
4. The site administrator will convene the school site threat assessment team whenever he/she suspects that the threat management plan is not adequate to ensure safety.
5. If the student moves to a new school, the site administrator will contact the school administrator at the new school to review the Safety Evaluation Report, and to share updates on the student's threat management plan. When possible, this contact will take place before the student enrolls in the new school. The school administrator will provide a copy of the Safety Evaluation Report and Mental Health Assessment Report as a part of this contact.

THREATS POSED BY ADULTS OR UNIDENTIFIED PARTIES

1. If imminent danger is present, school staff will call 911 immediately and notify an administrator.
2. In all other instances, the school administrator will contact the law enforcement agency's dispatch number to report the threat or concerning behavior.
3. The school administrator will report the threat or concerning behavior to the district office.
4. In cases in which it is unclear whether the person poses a threat to the school, the

district will consider engaging the services of a threat assessment professional.

CHARACTERIZING THREATS IN PUBLIC COMMUNICATIONS
Schools will avoid characterizing articulated threats as " lacking credibility." In communications designed to reassure, schools should emphasize their partnership with law enforcement and the determination that it is safe for students to attend school. For example: "We take every threat seriously and work closely with our law enforcement partners to be certain that our schools are safe for students. We have been in close contact with the Trinity County Sheriff's Office throughout the course of this investigation and have been assured that it is safe to operate our schools and that our students are not in danger.

Communications should only come from the highest-ranking individual in the school (i.e., Superintendent).

COMMUNICATING WITH VICTIMS
School administrators should communicate with a student or staff member who was threatened by a student attending the same school. This communication should include whether a safety plan was put into place and when the student who made the threat is expected to return to campus. Ensuring timely communication with the victim will assist in alleviating safety concerns. Additionally, it is important to acknowledge the impact a threat can have on an individual's physical and emotional well-being.

INVESTIGATIVE QUESTIONS
A threat assessment is not profiling. No checklist, form, assessment, or evaluation will ever be able to fully predict whether someone will commit a future act of violence. However, not paying attention to certain behaviors or prior actions could certainly prove to be detrimental and might very well lead to a retrospective...why didn't we see that?

A school threat investigation should consider a number of different factors and the assessment should be based on the totality of the observations made by the assessor.

It is important to remember that even though the number of people who might ultimately become a mass shooter is small, these assessments are still important even when they don't lead to that end. They can still be valuable in helping identify behaviors that can ultimately lead to other problems such as helping to identify a student who is suicidal or might engage in a more limited act of violence such as assaulting another student.

Our threat assessment protocol also provides a list of possible questions an investigator might ask in order to obtain relevant background information that can help to assess a person. The list includes questions for the victim, questions to guide the school administrator, criminal history questions, questions regarding fraternal orders or affiliations, weapons questions, questions concerning relationships, employment, and life circumstances, and suspect questions.

Instructional Continuity Plan
This Instructional Continuity Plan (ICP) was last revised on 2/06/2026 and adopted by R.I.S.E. Academy on 2/06/2026 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.

As required, R.I.S.E. Academy will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency.
R.I.S.E. staff will aim to communicate with families within two calendar days, but no later than five.
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:
XShort messaging service (SMS)

XPhone Calls
XEmail
XFlyers
Monthly Newsletter
RISE currently uses a group messaging system as well as email to stay in frequent contact with families. In the case of school closure, these already in place systems
would continue to be used.

R.I.S.E. has back up options in place, such as landline phones that do not require electricity, and access to communication equipment at the Trinity County Office of
Education. Student information is stored both on site in paper copies, as well as digitally within the student information system. All staff have access to student contact
information in multiple formats.

R.I.S.E. already tailor's its instruction and services to the unique needs of its learners and will adjust further as needed. County Office mental health staff will also be
available for frequent check ins with students and families.

Timeline for Access to Instruction
As required, R.I.S.E. Academy 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:
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 InstructionAs required, R.I.S.E. Academy 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.
Options will include:
• The school administrators and teachers are responsible for determining paper-based
• lessons and materials for students.
• The school is responsible for copying, distributing, collecting, grading, and reporting
• Teacher-posted lessons, asynchronous (online or other media)
• Virtual class meetings, synchronous
• Personalized learning tools (virtual or paper packets, as available)
• Scheduled teacher appointments (virtual or in-person, as available)
• Scheduled email check-ins (parent or student)
• Virtual office hours (drop-in; parent or student)

Access to Instructional MaterialsAs required, remote instruction offered will align with expectations of access and equity.
Delivery Options
• Google Classroom and/or Edgenuity will be utilized to deliver asynchronous (distance) instruction.
• Paper-based instruction will be utilized for students without digital access.
Paper-Based Instruction
For students who are unable to access instruction and materials electronically, the school will provide paper-based materials.
The school administrators and teachers are responsible for determining paper-based lessons and materials for students.

The school is responsible for copying, distributing, collecting, grading, and reporting
• Teacher-posted lessons, asynchronous (online or other media)
• Virtual class meetings, synchronous
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• Personalized learning tools (virtual or paper packets, as available)
• Scheduled teacher appointments (virtual or in-person, as available)
• Scheduled email check-ins (parent or student)
• Virtual office hours (drop-in; parent or student)

Access to Schoolwork
As required, remote instruction offered will align with expectations of access and equity.
Google Classroom and Edgenuity will both be offered and each student has their own school assigned Chromebook. Paper based curriculum will be offered to match
what would have been provided digitally.

Temporary Reassignment
R.I.S.E. Academy 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.
Staff will assist families in transferring to other schools sites if needed.

Communication Protocols
Initial communication will begin within five days and will continue each school day for the duration of the event. The primary mode of communication will be the SMS
messaging system and email each morning on school days.
For families that cannot be reached digitally, land line phone calls will be made. Weekly updates in the form of a flyer will also be provided at a designated location for
pickup.

Technological ReadinessIn order to facilitate a quick pivot to remote learning, all students have access to Google and Edgenuity. Each student also has a Chromebook that would be sent home
with the student in the case of virtual learning.

Instruction and Assessment
Edgenuity is a key component of a standards based online learning and assessment system. For students completing paper assignments, teaching staff will ensure work
addresses foundational standards. At minimum, weekly phone or virtual check-ins will be scheduled with students. There will be daily office hours from instructional staff
in order to provide students with technical assistance.

Access (Equity, Accessibility, and Inclusion)
RISE will ensure the needs of special student populations are being supported (in keeping with the requirements of IEPs and other educational specification documents).

Individualized Education Plans (IEP)
RISE will continue to follow a student-centered approach with a commitment to ensure that the individual needs of each student with a disability are met.
Accommodations (or modifications if indicated on a student's IEP plan) will be provided across all instructional delivery options.
Therapies/related services identified on students' IEPs will be offered via teletherapy (while participating in virtual instruction) or face-to-face.
Specially designed instruction will be tailored to fit students' needs identified in the student's IEP plan.
Supplemental instruction or digital resources may be provided to address specific learning deficits based on diagnostic assessments.
Continuous progress monitoring of students' academic progress on all IEP/EP/504/ELL plan goals will be used to drive instruction and adjust services and supports as needed.

English Learners (EL)

RISE will continue to follow a student-centered approach with a commitment to ensure that the individual needs of each student with a an English-language barrier are met.
Accommodations (or modifications if indicated on a student's ELL plan, will be provided across all instructional delivery options.
Therapies/related services identified on students' ELL plan will be offered via teletherapy (while participating in virtual instruction) or face-to-face.
Specially designed instruction will be tailored to fit students' needs identified in the student's ELL plan.
Supplemental instruction or digital resources may be provided to address specific learning or English Language deficits based on diagnostic assessments.
Continuous progress monitoring of students' academic progress on all IEP/EP/504/ELL plan goals will be used to drive instruction and adjust services and supports as needed.

Professional Learning
RISE has provided professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels
and curriculum. RISE has provided and will continue to provide the collaborative time necessary to implement new strategies, to review student performance data,
and make informed decisions in order to improve curriculum and instruction. The District will create site and district wide timelines for professional development and
implementation of these frameworks. Results of implementation will be measured and reviewed regularly. Professional Learning Community models are used to try new
approaches and share results with colleagues, facilitate common planning and peer observation, and provide tailored supports as needed. Instructional leaders should
support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources. Past and continuing
opportunities:
1. Training on new platforms, planning and collaboration
2. Design standards based lessons with grade level or departments
3. Time to plan for presentations for families on how to access their distance learning platform
4. Instructional resources available
5. Training students
6. Motivation and engagement techniques
7. Online tools
8. Effective Strategies
9. Data analysis training
10. Distance Learning Training
11. Zoom/Google Meets training
12. Tools to teachers and paraprofessionals focused on meeting the needs of English learners during distance learning
a. Updated technology
b. Online curriculum access
c. Online tools
13. Teachers will learn pedagogies (e.g. California Educators Together platform) that support remote and hybrid-learning environments, as well as how to support virtual
classroom management.

Well-Being and Support Services
Whole School Safety and Prevention Plan through the use of MTSS
1. System to connect with students and families to promote attendance.
2. The District will continue to consider strategies to become a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Use universal screening to identify the social-emotional and physical needs of students.
5. Professional development time to increase trauma knowledge and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
8. Conduct routine check-ins using a trauma- and resilience-informed lens.
9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters,

emails, texts, robocalls, etc.).
10. Locate alternative sources of electricity in the event of outages.
11. Offer Primary Intervention Program (PIP) supported with counseling for district students, through the Trinity County Office of Education and/or Trinity County
Behavioral Health, with
family support as needed.
Community and Family Wellness
1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness,
suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient
assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
3. Provide a link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp and the National Suicide Prevention Lifeline 1-800-
273-8255 widely. As well as Soluna and Brightlife applications.
Staff Wellness
1. Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.
2. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.
3. Administrators will promote mindfulness techniques and staff social supports.
4. Leadership is committed to open and routine communication with staff members, encouraging self-care.
5. Promote the use of staff support groups to enhance staff cohesion and coping

Back up supplies and medicines are kept on hand at the school sites in case of an emergency.

Special Education Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model
(Distance Learning vs. Hybrid). Special Education providers will work together and with general education teachers to create schedules which allow students to access
live teaching sessions as well as IEP services. Counseling staff at TCOE will continue to implement wellness programs. During staff meetings, staff discuss the social and
emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families
regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay
productive. The district will partner with local community organizations to ensure all students have access to counseling services.
English Learners English Learners will have dedicated Designated ELD time built
into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.
Food and Nutrition Services will be coordinated by Trinity Alps Unified School District and operates throughout an emergency, students will continue to be offered school
breakfasts and lunches. Meals will be available for pick up at identified school campuses within the district as follows:
1. Meals will be provided free of charge to all children 18 years old and younger.
2. 5 days of breakfast and lunch will be provided to families each week on a designated distribution day that will be clearly communicated to families.
3. Meals served will be individually plated or "grab and go".
4. Meals will be distributed unheated; proper food handling and heating procedures will be provided.
5. All safety protocols will be put into place during food distribution.
6. Parents/guardians will be communicated with regularly through the district parent communication platform (ParentSquare) about the process, location and dates/times
to pick up meals.
7. Parents will receive communications related to meal service in their language of preference.-In the event that on-site instruction resumes, the district will adjust its meal service plans to ensure that students continue to receive school meals. If future onsite instruction includes a hybrid model, students will receive school meals for both days of onsite instruction and Distance Learning.

Site Based Collaboration
The LEA will regularly review and update the plan based on feedback and lessons learned.
RISE made the following efforts to solicit stakeholder feedback:
1. Families: text and in person
2. Staff: weekly meetings, emails, texts, and surveys
RISE provided participation in the following ways:
1. Consultation with teachers, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning
continuity and attendance plan. (SB98)
2. Public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least
72 hours before the public hearing and included the location where the Learning Continuity Plan was available for public inspection.
3. The Governing Board adopted the Learning Continuity Plan in a public meeting before July 1, 2026 and it was integrated into the Comprehensive School Safety Plan.

Return to Site-Based Learning
At the core of this plan, the goal of returning to in-person-instruction as quickly as possible once RISE is able to meet the multiple conditions of reopening is
paramount.
Following an emergency, the LEA will consider the following before resuming in-person learning on campus:
1. Evacuation orders lifted
2. Power and utilities functioning
3. Healthy air quality
4. Access to safe, clean water and restroom facilities
5. Campus free from debris and hazards
6. Internet fiber lines connected and functioning
7. Sufficient staffing levels
8. Kitchens up and running for meals
The LEA will set a school reopening target date and communicate that with staff, students, and families.

The ICP and CSSP for RISE are fully integrated.
This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following
basis: Annually through the Comprehensive School Safety Plan update process before March 1.

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.

The Principal or Superintendent’s Designee is the staff member in charge of confirming when immigration officers are on campus. As soon as officers are reported on site, this leader will meet them to check their ID and any legal paperwork. Once it is confirmed that enforcement is actually present (even if they have a warrant), it acts as a "Start" command for the system, triggering the requirement to send out notifications to the school community immediately.

Required Notification Recipients

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

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

The system shall broadcast a notification to all entities in the following, to be maintained within the Student Information System (SIS) and Human Resources database:
Parents and Guardians: All active primary and secondary contacts for enrolled pupils.

Teachers: All certificated staff currently on the roster.
Administrators: All site-level and district-level management.
School Personnel: All classified staff, including custodial, other auxiliary services, and office personnel.

Notification Timing

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

Notifications must be issued as soon as safely possible following verification. The timeline shall be calibrated to ensure it aligns with overall site safety goals, ensuring students are in secure locations before a mass broadcast to minimize system-wide panic.

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 every broadcast shall be considered, as the school will carefully check all messages before they are sent to make sure they protect the safety and well-being of students and staff. Every alert must be sent at a time and in a way that keeps the campus calm and stable. This means using simple, factual words that do not cause extra fear or panic, helping everyone feel secure while staying informed about what is happening on site.

Privacy Constraint

The notification shall not include any personally identifiable information.

The notification system is strictly prohibited from including any Personally Identifiable Information. No student names, family names, or specific classroom locations that could identify an individual shall be included in any mass communication. This constraint prevents data leaks during a broadcast event.

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.

Two-Way Communication: Notifications will be deployed through the LEA's secure, integrated communication channels, including the District-wide mass communication system and secure school portals/staff email. The IT Department shall ensure all contact information in distribution is accurate and functional, as aligned with California laws protecting privacy 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).

Notifications may include a hyperlink to a “Resource Landing Page”, containing:
Educational Rights: Detailed rights for students regardless of status.
Privacy Laws: State laws protecting confidentiality (SB 98, AB 699).
Support Services: Links to counseling, legal aid, and LEA model policies.

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.

The school safety planning committee shall conduct a "System Review" and audit of these procedures at least once a year. This ensures the plan is updated with current personnel names and communication technology to reflect the current school environment.

Public Availability

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

An updated version of this protocol and all related safety materials shall be maintained in a "Public Safety File" at the school office, and on the LEA website, ensuring they are 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

Compliance with this plan aligns with the California Department of Education (CDE) checklist for developing a comprehensive school safety plan. The LEA shall monitor the CDE website for updates to ensure the plan remains synchronized with state-mandated standards.

Procedures Regarding Pupil Smartphone Use During Emergencies

Administrative Direction

During an emergency, the Governing Board recognizes that students shall have the capability to access and use smartphones. The Principal or designee will provide guidance to students regarding how device use can best support safety and communication. Staff will clearly communicate expectations to students regarding device use during the emergency.

Safety Guidance

During emergencies such as lockdowns, evacuations, or shelter-in-place situations, students are expected to use smartphones in a manner that allows them to:

Maintain quiet and safety

Prevent the spread of misinformation

Avoid interference with emergency response efforts

Use of Devices

In accordance with the law, students may use smartphones to:

Communicate with parents or guardians

Receive instructions or updates from school staff

Any use during an emergency will be guided by staff to ensure student safety.

Communication with Families

The school will use established school or district communication systems to provide accurate and timely information to parents and guardians during emergencies. Families are encouraged to rely on official school communications as the primary source of verified information.

Privacy and Safety

Students are expected not to record, photograph, livestream, or share emergencies if such actions could compromise safety or privacy. All student smartphone use during emergencies must comply with school rules and applicable laws.

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.

The school complies with all state-mandated requirements related to pupil use of smartphones and personal electronic devices. District Board Policies and Administrative Regulations governing student use of electronic devices are adopted by the governing board and reviewed in accordance with district procedures and state law, including the emergency exceptions outlined in Education Code 48901.7.

As part of the Comprehensive School Safety Plan process, the school reviews applicable policies annually to ensure procedures related to student safety, communication, and emergency response remain current and effective. Updates or revisions are made as needed to reflect changes in law, district policy, or site-specific safety considerations.

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).

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 (IEP)

Safety Plan Review, Evaluation and Amendment Procedures

The School Site Council/LCAP Advisory Committee, in conjunction with the School Board, the administration and the staff, has the responsibility to write and develop a Comprehensive Safety Plan relevant to the needs and resources of RISE Academy. The district's comprehensive safety plan shall be regularly reviewed and updated during monthly meetings in order to reflect changed circumstances and to evaluate the district's progress in achieving safety goals and objectives of the district's comprehensive plan.

Safety Plan Appendices

Emergency Contact Numbers

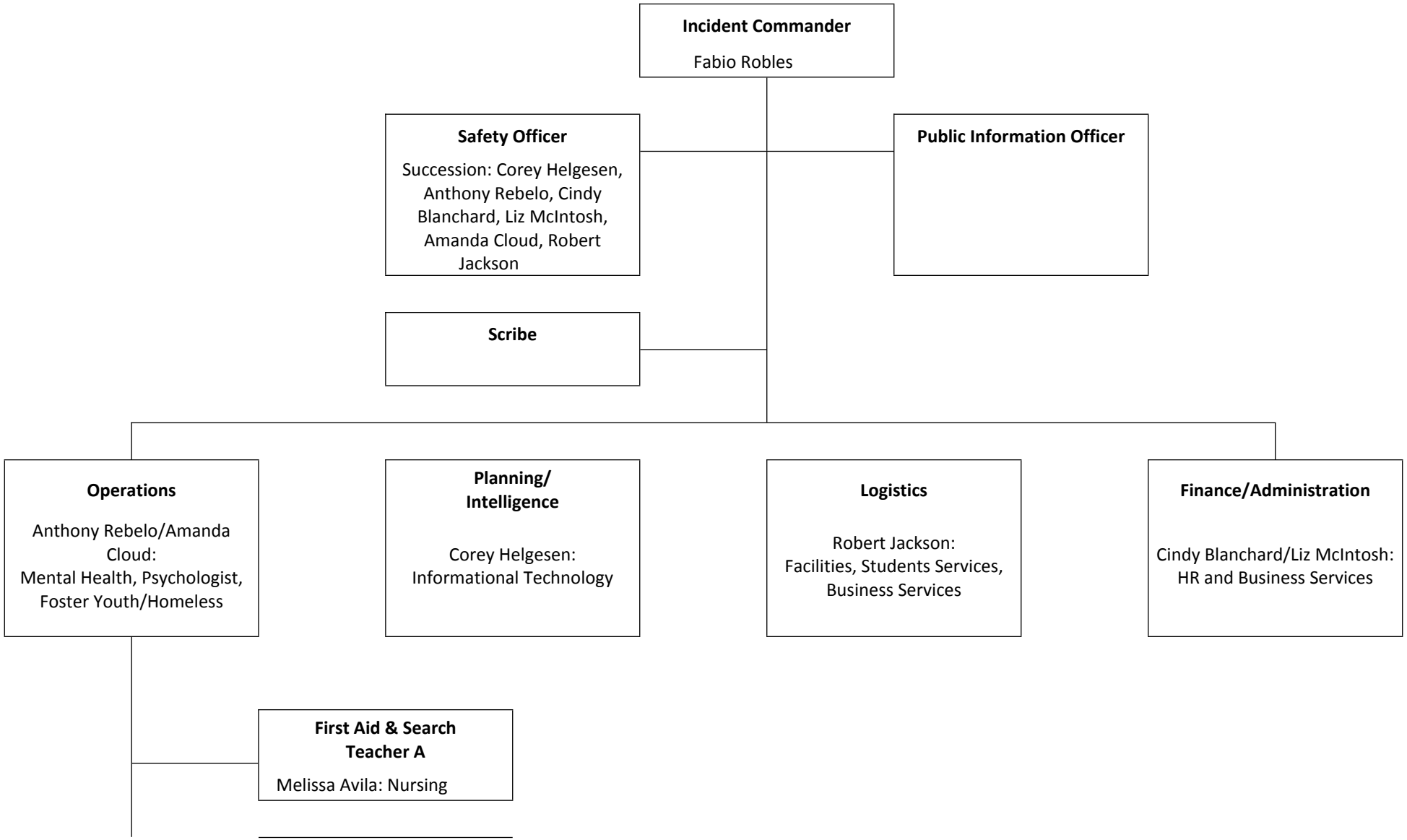
Utilities, Responders and Communication Resources

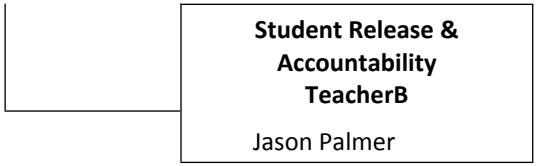
Type	Vendor	Number	Comments
Emergency Services	Ambulance (Trinity County Life Support - Weaverville)	530-623-2500	
Law Enforcement/Fire/Paramedic	Sheriff (Dispatch for TCSO	530-623-8126	8126 is Dispatch - 911 for actual emergencies
Other	Child Welfare Services	530-623-1314	
Law Enforcement/Fire/Paramedic	CHP (California Highway Patrol)	530-623-3832	
Law Enforcement/Fire/Paramedic	Fire (Weaverville Fire District)	530-623-6156	
Law Enforcement/Fire/Paramedic	Cal Fire	530-623-4201	
Local Hospitals	Hospital (MCHD - Trinity Hospital Weaverville	530-623-5541	
American National Red Cross	Local Red Cross	844-236-0153	
Public Utilities	Electric (Trinity PUD)	530-623-5536	
	Water (Weaverville CSD) See notes for Sewer	530-623-5051	Wvl Sewer District: 530-623-6529

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Reviewed plan during Safety Meeting	January 26th, 2026 at 3:30 pm	Safety plan was reviewed and team as asked for input.

R.I.S.E. Academy Incident Command System




Student Release &
Accountability
TeacherB
Jason Palmer

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:

RISE is located near the County Office of Education as well as Trinity High School. RISE makes every effort to keep procedures similar to these entities. In the case of a significant incident, the TCOE incident command system will be followed.

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:

1) Incident Commander (IC) (County Supt/Deputy Supt)

The Incident Commander is the decision maker for TCOE. He/she is responsible for all aspects of the response and emergency operations to ensure safety of students, staff and others who are on site. The Incident Commander shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

Oversees All Staff

IMMEDIATELY (In the moment):

1. Assume command, identify yourself with a vest and name card
2. Identify and setup Command Post location (see elsewhere in this plan for Command Post instructions
3. Delegate someone to call 911 if the call has not already been initiated
4. Activate the Emergency Plan components as needed (Command Staff, Safety Officer, Operations, Logistics, Liaison, Financial)
5. Activate the Emergency Plan components as needed (Command Staff, Safety Officer, Operations, Logistics, Liaison, Financial)

SUSTAINED OPERATION (Follow-up Care):

6. Conduct initial briefing with the Command Staff
7. Create an action plan with specific objectives including strategies to review and evaluate
8. Release staff (Priority given to staff who have children under 18), as appropriate
9. Superintendent is PIO (Public Information Officer). Review all incident information before release to the news media, parents or general public
10. Signal all-clear (Police Only will signal; if present)

2) Public Information Officer (County Supt or Deputy Supt)

Establishes the media staging area. Ensures media doesn't gain access to student or staff during the incident. Controls rumors by providing staff with information about the incident.

SUSTAINED OPERATION (Follow-up Care):

1. Establish a media information center away from the command post and students (see elsewhere in this plan for media staging area instructions)
2. Advise arriving media that TCOE is preparing a press release approximate time and place of its issue
3. Write down the most important points you want to make. Limit your points to three. Keep sentences short and your words clear
4. Coordinate statements with other agencies
5. Before you start an interview, be sure you can get out gracefully: "Thank you very much for coming." "You can help us by…." "When we have more information, we will…."
6. Statements to media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, reunification plan, resources in use, and any other information school wishes to be released to the public
7. Answer questions completely and truthfully. Avoid speculation, bluffing, lying, talking off the record, arguing and using the phrase "No comment." Repeat what you want the press to hear
8. If you don't know the answer, say, "I will get the information and get back to you. What is your deadline?"
9. Be sure you know whose responsibility it is to answer the question. Direct the media accordingly: "This matter is under police investigation." "This is a medical issue. Please contact the health department"
10. Assist with rumor control; correct any misinformation heard
11. Keep all documentation to support the history of the event
12. Remind staff and volunteers to refer all questions from media or waiting parents to you
13. Prepare others to speak with media if appropriate
14. Coordinate with Liaison for social media releases

Comprehensive School Safety Plan 39 of 74 3) Safety Officer

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. He/she has the

responsibility of evacuating the building and overseeing any necessary search and rescue operations. Below is a checklist of responsibilities.

IMMEDIATELY (In the moment):

1. Oversee the immediate set-up of IC Center facilities
2. Report to the IC and attend briefings
3. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
4. Report gas/water leaks, shut offs, fires or structural damage to Command Post (Use yellow caution tape where necessary)
5. If necessary, turn off gas supply, water supply and/or electricity
6. Record assessment of facilities and hazardous materials on site map
7. Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
8. Oversee shelter set-up and supplies as needed

Facilities Staff - REPORTS TO THE SAFETY OFFICER

SUSTAINED OPERATION (Follow-up care):

1. Provide water. Determine water supply needs (1/2 gallon/day/person and 5 gallons/day for other uses)
2. Improvise toilets, if necessary using 5-gallon buckets/trash cans and trash liners
3. Obtain sanitary supplies
4. Photograph any damage if possible before repair

Supplies Staff - REPORTS TO THE SAFETY OFFICER

SUSTAINED OPERATION (Follow-up Care):

1. Assist Safety Officer in obtaining necessary equipment and supplies

Evacuations

REPORTS TO THE SAFETY OFFICER

IMMEDIATELY (In the moment):

1. Manage all evacuations and search/rescue operations
2. Assist search and rescue to evacuate injured if medical permits
3. Provide perimeter control – lock gates, secure major doors
4. Have student and staff sign-in sheets with you in an evacuation and assist in locating all students, staff and visitor
5. Route all parents to reunification area if students are present
6. Report to the IC a list of students/staff missing, absent, and in need of medical attention for Emergency pick-up location
7. Restrict access to the incident scene and surrounding area as the situation demands
8. Ensure safe tactical operations for all responders
9. Establish site map and record all search and rescue and evacuation
10. Request medical assistance, if necessary

Search & Rescue Staff - REPORTS TO THE SAFETY OFFICER

IMMEDIATELY (In the moment):

1. In teams of two or more, search rooms both visually and vocally for missing or injured. Use chalk, grease pencil, etc. to mark slash (/) on door when Comprehensive School Safety Plan 40 of 74 entering room, and when leaving room complete search by closing slash in (X) on door
2. Document each room as it is reported clear and record on site map
3. Utilize other staff as needed. Do not use names of students/staff on radio/map
4. Record Triage on site map (I – Immediate; D – Delay; and DEAD – Dead)

4) Operations Officer

The Operations Officer exercises the functions of the operation by carrying out the plan, providing personnel, services and resources to meet the needs of the incident. Below is a checklist of responsibilities.

IMMEDIATELY (In the moment):

1. Establishes triage/first aid area for medical staff
2. Oversee immediate medical care, document injuries & coordinate with first responders regarding injuries

3. Establishes morgue area if appropriate
SUSTAINED OPERATION (Follow-up care):
4. Monitor stress levels of personnel involved in the response
5. Coordinate mental health services and support systems ongoing; Coordinate professional community services (Mental Health agencies, faith-based organizations) when required
6. Conduct group meetings with parents or staff as needed
7. Identify 3 rooms/areas for student counseling with available crayons, paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling
8. Develop plan for how staff should share the incident with other students in the county (i.e. offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts)
9. Plan for staff to be relieved of duties to participate in counseling
10.Debrief support staff and take care of any witnesses
Medical Staff - REPORTS TO THE OPERATIONS OFFICER
IMMEDIATELY (In the moment):
1. Keep accurate records
2. Report deaths immediately to Logistics Officer who will report it immediately to IC
3. Establish what I-Immediate and D-Delayed treatments will be
4. Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs. Emergency card must accompany any students removed from campus to receive advanced medical treatment
5. Transport patients to First Aid
6. Call in medical assistance as needed
SUSTAINED OPERATION (Follow-up care):
7. Consult with others regarding health care, medications and meals for students and staff with known medical conditions (asthma, diabetes, etc.)
8. Find ways to keep medication locked up, if possible
9. Mark DEAD on tag listing date/time found, exact location found, name of DEAD, person who identified, and name of person filling out tag; attach one tag to DEAD & one tag to plastic bag if body is in bag
10. Make prior arrangements with community medical assistants (i.e. retired doctors/nurses)
Crisis Response Staff - REPORTS TO THE OPERATIONS OFFICER
Comprehensive School Safety Plan 41 of 74 Plans, organizes and provides crisis intervention and prevention counseling. Provides post-event counseling program to help
students, parents, staff, and the community to recover from an incident.
IMMEDIATELY (In the moment):
1. Physical and psychological triage of students and staff to assess for immediate needs
SUSTAINED OPERATION (Follow-up care):
2. Reaffirm physical health and safety (ensure safety, shelter & sustenance)
3. Ensure perceptions of safety & security
4. Minimize crisis exposure
5. Assist in reunification with family & significant others
6. Provide crisis facts and adaptive interpretations
7. Return to safe school environment with psycho-education
5) Liaison Officer
The Liaison Officer is primarily responsible for effectively coordinating with participating organizations in support of the incident. S/he is for assisting with cooperating agencies, stakeholder groups, and government officials who have a vested interest, and will be expected to provide input into the response process.
IMMEDIATELY (In the moment):
1. Delegates top-tier chain of command positions due to absent Superintendent
2. Report to the IC and attend briefings
3. Participate in the Command and Planning meetings briefing the Command and general staff about limitations and capability of assisting agency resources
4. Coordinate with IC on communication through social media

SUSTAINED OPERATION (Follow-up care):
5. Maintain a list of assisting and cooperating agencies and Agency Representatives including name and contact information. Monitor check-in sheets daily to ensure that all Agency Representatives are identified
6. Establish and coordinate with interagency contacts
7. Keep assisting and cooperating agencies and other stakeholders supporting the incident aware of incident status
8. Monitor incident operations to identify current or potential inter- organizational problems
9. Serve as key contributor to the positive public perception of the response effort
10.Ensure all Liaison activities are documented
ADDITIONAL RESPONSIBILITIES:
Ensures that all staff members are prepared for any emergency through planning and practice drills.
11.Plans responses to emergency incidents (ie: safety plan)
12.Oversees the Safety Committee and leads safety meetings
13.Trains staff prior to an emergency
14.Organizes and evaluates Drills
15.Follows up with further training after the drill or emergency based on evaluations/assessments
Communication Staff - REPORTS TO THE LIAISON
Confirms that 911 has been called. Documents events as they occur, including decisions and actions taken with time annotations. Coordinate informational updates as directed. Assists with monitoring communication devices such as radio, scanner, etc.
IMMEDIATELY (In the moment):
1. Call 911 if not done already; report specifics
2. If safe to do so, monitor radio, scanner and/or other communication devices
3. Record, collect, and evaluate all information (keep all original notes – they are legal documents)
Comprehensive School Safety Plan 42 of 74 SUSTAINED OPERATION (Follow-up care):
4. Continue to monitor radio/scanner for local news and information
5. Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc
Web/Social Media Staff - REPORTS TO LIAISON
1. Using the office web page and social media, communicate disaster updates to the community as requested by the IC
2. Maintain computer support
If applicable:
6) Financial Officer
Monitor the utilization of financial assets and human resources. Ensure the documentation of expenditures relevant to the emergency incident. Authorize expenditures to carry out the Incident Action Plan (IAP) and ensure appropriate documentation.
SUSTAINED OPERATION (Follow-up care):
1. Report to the IC and attend briefings
2. Obtains emergency supplies as needed
3. Obtains food, water and other necessary supplies to command team
4. Documents all financial dealings - gathers receipts and invoices and reviews vendor logs
5. Tracks personnel hours, sign in and out sheets
6. Keep records of assisting organizations, agencies and departments
Procurement Staff
REPORTS TO THE FINANCIAL OFFICER
SUSTAINED OPERATION (Follow-up care):
1. Track financial records, staff hours, purchasing, etc.
2. Complete state and federal claim forms for IC
3. Be sure prior agreements are in place with local stores for supplies
4. Do a cost analysis of incident/disaster
Claims Staff
REPORTS TO THE FINANCIAL OFFICER
SUSTAINED OPERATION (Follow-up care):
5. Manages all claims-related activities (other than injury) for an incident
6. Coordinate with Financial Officer on cost reporting procedures
7. Collect and record all cost data
8. Develop incident cost summaries

9. Make cost-saving recommendations to the Finance Officer
Emergency Supplies/Vests
First Aide Backpacks are located next to each exit. First Aid Supplies are located in the hallway cupboard between the front desk & Special Education Department. Carrying (back) boards are located behind the entrance to the same hallway.

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

GENERAL:

Determining the type of emergency will assist the Incident Commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different from responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown, as well as which agency to contact.

CARDIAC ARREST & AED ACCESS:

"The LEA maintains written medical emergency response procedures, including protocols for sudden cardiac arrest, AED access, staff training, and coordination with emergency medical services, in compliance with AB 2887 and applicable Education Code requirements."

Sudden Cardiac Arrest (SCA): Sudden loss of heart function, breathing, and consciousness; often characterized by a student or staff member collapsing and becoming unresponsive.

Life-Threatening Medical Emergency: Conditions including severe allergic reactions (Anaphylaxis), uncontrollable bleeding, or respiratory distress.

Identification Protocol: Authorized staff use training to recognize signs of SCA, such as agonal gasping or seizure-like activity, distinguishing it from non-life-threatening fainting.

Step Two: Identify the Level of Emergency

GENERAL:

Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency.

CARDIAC ARREST & AED ACCESS:

Level 1 (Immediate Threat): Victim is unresponsive, not breathing, or has no pulse. This requires immediate activation of the AED and CPR protocols.

Level 2 (Urgent Medical): Victim is conscious but experiencing severe distress (e.g., chest pain, difficulty breathing).

Level 3 (Stable/Non-Life-Threatening): Minor injuries or illnesses that do not require emergency EMS intervention but necessitate school-site medical assessment.

Step Three: Determine the Immediate Response Action

GENERAL:

With safety of students, staff and visitors at the forefront, site administrators/Incident Commander will determine the immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, loss of utilities, etc.

CARDIAC ARREST & AED ACCESS:

911 Activation: Immediate call to emergency medical services (EMS) by the first available staff member.

CPR/AED Deployment: Retrieval and use of the nearest Automated External Defibrillator (AED) by CPR-certified staff.

Life-Saving Intervention: Administration of Epinephrine (Epi-Pen) or Naloxone if the emergency type warrants such intervention.

EMS Coordination: Designating a staff member to meet EMS at the school entrance and clear a path to the victim's location.

Step Four: Communicate the Appropriate Response Action

GENERAL:

Administrators/Incident Commander will communicate with the necessary emergency responders via phone, preferably a landline phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants, such as:

Bell system

Phone intercom system

School email

Radios

Phone

In addition, the Administrator/Incident Commander will communicate with outside stakeholder personnel via:
Phone
Email
Text messaging
Postings on the school website and social media accounts
CARDIAC ARREST & AED ACCESS:
Internal Notification: Use of the campus radio or PA system to alert the "Medical Response Team" to the specific location.
Parent/Guardian Notification: Following the incident, the site administrator will contact the family to provide details of the emergency and the medical facility where the student was transported.
Post-Incident Documentation: Completion of a formal medical incident report for TCOE records and EMS coordination follow-up.

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, then do so. The crash may also result in an explosion, chemical spill or utility interruption.

AIRCRAFT CRASHES INTO SCHOOL

STAFF ACTIONS:

- Notify Superintendent
- Move employees away from immediate vicinity of the crash.
- EVACUATE from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take emergency backpack.
- Check site to assure that all personnel and visitors have evacuated.
- Take attendance at the assembly area.
- Report missing people to Superintendent /designee and emergency response personnel.
- Care for the injured, if any.
- Re-enter site when emergency response officials have determined it is safe to return to the building.

Superintendent/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION that may include the use of buses or alternate transportation.
- Notify Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter the building until the authorities provide clearance to do so.

AIRCRAFT CRASHES NEAR SCHOOL

STAFF ACTIONS:

- Notify Superintendent.
- Move staff and visitors away from immediate vicinity of the crash.
- Remain inside unless subsequent explosions or fire endanger the building.

Superintendent/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.
- Initiate Take Cover for staff outside or direct them to designated area until further instructions are received.
- Ensure that staff remain at a safe distance from the crash.
- Notify the Office of Emergency Services.
- Fire department officials will secure the area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the staff.

Superintendent/SITE ADMINISTRATOR ACTIONS:

- Isolate staff from the animal. Close doors and lock tables as a means of isolating the animal.
- If the animal is outside, keep staff inside and institute secure campus procedures.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
- Contact the Trinity County Animal Control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep staff inside. Lock doors and keep staff away from the windows.
- If the animal is inside, EVACUATE staff to a sheltered area away from the animal.

- Notify the superintendent if there are any injuries.

Armed Assault on Campus

RISE and TCOE follow Standard Response Protocol Language

-----SECURE-----

Get Inside, Lock Outside Doors.

The Secure Protocol is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

Public Address

The public address for Secure is: “Secure! Get Inside. Lock outside doors” and is repeated twice each time the public address is performed.

“Secure! Get Inside, Lock outside doors.

Secure! Get Inside, Lock outside doors.”

Actions

The Secure Protocol demands bringing people into a secure building, and locking all outside access points. During the training period it should be emphasized to staff that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

-----LOCKDOWN-----

Locks, Lights, out of Sight

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

Public Address

The public address for Lockdown is: “Lockdown! Locks, Lights, Out of Sight!” and is repeated twice each time the public address is performed.

“Lockdown! Locks, Lights, Out of Sight!

Lockdown! Locks, Lights, Out of Sight!”

Actions

The Lockdown protocol demands locking individual classroom doors, offices and other securable areas, moving occupants out of line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. There is no call to action to lock the building’s exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders’ entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock doors remotely. Teacher, staff and student training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door. If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

-----EVACUATE-----to a Location

Evacuate is called when there is a need to move people from one location to another. Most often, evacuations will be necessary when there’s a heating/ventilation system failure, nearby gas leak, or bomb threat. In those cases, people will be allowed to bring their personal items with them. An evacuation drill is very similar to a fire drill.

Public Address

The public address for Evacuate is: “Evacuate! To a Location” and is repeated twice each time the public address is performed. For instance, “Evacuate! To the Flag Pole.”

“Evacuate! To a location.

Evacuate! To a location.”

Actions

The Evacuate Protocol demands students and staff move in an orderly fashion.

-----SHELTER-----

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Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornado, earthquake, hazardous materials situation or other local threats.

Publlc Address

The public address for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

“Shelter! For a hazard. Using safety strategy.

Shelter! For a hazard. Using safety strategy.”

Hazards May Include

- Tornado Severe weather Wildfires Flooding Hazmat spill or release Earthquake Tsunami

Safety Strategies May Include

- Evacuate to shelter area Seal the room Drop, cover and hold Get to high ground

ActIons
Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.
-----ALICE-----
TCOE Staff members have been trained to utilize ALICE protocols, according to the Active Shooter Policy, in response to any violent critical incident, otherwise referred to as “A Violent Intruder Event.” ALICE is a proactive, options-based plan for civilian response that empowers individuals to utilize human action, building infrastructure and communication options to increase their chance of survival. Staff members are able to utilize any or all of the 3 options below during a violent intruder event.
Evacuation
Enhanced Lockdown
Counter
Violent Intruder Event Response/Options
RISE and TCOE staff members are trained to recognize an ALERT and immediately determine a course of action. Alerts can include sensory
inputs like gunshots, screaming, loud noises, text messages or other types of emergency notifications. When safe to do so, all staff have been advised of how to announce via the PAGE ALL button on our office phones of any intruder event (active shooter or active intruder).
Staff have been advised, when announcing an event, to speak in plain language - no code words - and provide as many details as you know (what, where, who, how, what direction). The details provided will help other staff members gauge what would be an appropriate action for them based on where they are in relation to the intruder.
Each individual staff member will determine their best course of action during a violent intruder event.
The first and best option (whenever safely possible) is always to evacuate. If evacuation is chosen, the staff member should not stop to collect belongings, but should leave the building quickly and quietly. When the situation has been secured, return to the Assembly Area. See the Evacuation/Assembly plan for directions.
When safe evacuation is not possible, the next best option to consider would be an enhanced lockdown. Enhanced lockdown includes shutting and locking the doors and windows of the room, creating a barricade against the door(s) with all available items such as desks, chairs, tables etc. Tying door(s) and handles with belts or cords is recommended. Be as quiet as possible and turn down any electronic devices so they don’t inadvertently attract the intruder to your room. If there are multiple staff members in the room, everyone should spread out and arm themselves with countermeasures in case the intruder breaches the door barricade. Countermeasures may include preparing to throw a stapler, a book, etc. at the intruder (see below). Once the door is locked and barricaded, DO NOT OPEN THE DOOR FOR ANYONE. If someone asks for you to unlock the door, you can phone 911 to find out if the person knocking at your door is Law Enforcement – they can relay their position and confirm.
The last choice for a staff member during a violent intruder event is to COUNTER using ALICE protocols. Counter is NOT fighting, it is distracting and interrupting the intruder’s ability to aim, hit or inflict harm. Countering could include but is not limited to yelling, running, throwing objects, swarming, and if necessary, disarming the intruder. Counter is DEFENSIVE, not OFFENSIVE.
Whenever safe to do so, each staff member is responsible for informing other individuals in the vicinity of any/all pertinent details (what, where, who, how, what direction), in plain language NOT using any code words. Information sharing can be accommodated through the PAGE ALL button on each of the phones throughout the COE.
When safe to do so, call 911 if you have any information about location and description of the threat.
If the front office determines there is an immediate emergency at the entrance, they will attempt to push the panic button which calls the alarm company (who will call 911).
If anyone is injured or wounded inside a room with you, when safe to do so, alert 911 of the nature and severity of injury or injuries and the location.
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Follow all directives of emergency personnel.
PLEASE NOTE:
In the event that a fire alarm is pulled WHILE in enhanced lockdown, the enhanced lockdown will take precedence. Stay in lockdown unless there are obvious signs of a fire.
ALICE
“ALICE” is an acronym for 5 steps you can utilize in order to increase your chances of surviving a surprise attack by an Active Shooter. It is important to remember that the “ALICE” response does not follow a set of actions you “shall, must, will” do when confronted with an Active Shooter. While accountability, liability and responsibility are important, in this case, survivability is paramount in this situation. Therefore, a proactive, options-based policy and training is necessary. Individuals may use any or all parts of the response plan.
While the ALICE acronym makes it easier to remember, it is not sequential or linear. In this type of incident, perception is the reality and individuals must decide for themselves what is in their best interests.

Alert
Can be anything. No code words.
Gunfire
Witness
PA Announcement
Phone alert, text, emergency messaging
Lockdown
This is a semi-secure starting point from which to make survival decisions. If you decide to not evacuate, secure the room.
Lock the door.
Cover any windows in the door if possible
Tie down the door, if possible, using belts, purse straps, shoelaces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 911
Move out of the doorway in case gunfire comes through it
Silence or place cell phones on vibrate
Once secured, do not open the door for anyone. Police will enter the room when the situation is over. However, if information is conveyed that the situation has changed and evacuation is possible, evacuate.
Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
Put yourself in position to surprise the active shooter should they enter the room.
Inform
Using any means necessary to pass on real time information.
Given in plain language.
Can be derived from 911 calls, video surveillance, etc.
Who, what, where, when and how information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by electronic messaging, PA Announcements or Police Radio speakers
Counter
This is as a last resort when other options are not available or feasible. This is the use of simple, proactive techniques that will make the Active Shooter's ability to shoot accurately more difficult. This is not fighting; this is countering the attack.
To counter an attack use noise, movement, noise and distraction, and when age-appropriate, the swarm technique to gain back control.
Throws things at the shooter's head to disrupt their aim
Create as much noise as possible
The swarm technique involves grabbing the shooter's limbs and head and take them to the ground and hold them there
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Run around the room and create chaos and evacuate, if possible
If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive at scene.
Evacuate
Remove yourself from the danger zone as quickly as possible.
Decide if you can safely evacuate
Run in a zigzag pattern as fast as you can
Do not have anything in your hands.
Do not stop running until you are far away from
Break out windows and attempt to quickly clear glass from the frame
Go directly to the Rally Point.
Follow all commands given my law enforcement
Do not attempt to drive from the area
Ordinal Issues
Responding police will have their weapons drawn and ready for use. They do not know exactly who the shooter is and will probably point weapons at occupants. Just remain calm and follow any directions they may give. Occupants may be asked questions, patted down, and given orders to exit certain ways.
Responding police are there to stop the Active Shooter as soon as possible. They will bypass injured people and will not help you escape. Only after the shooter is stopped will they begin to provide other assistance.
If you come into possession of a weapon, DO NOT, carry or brandish it! Police may think you are the Active Shooter. If possible, put it

in a trashcan and carry it with you. If you come across Police, calmly tell them what you are carrying and why. Follow their commands.
Be prepared to provide first aid. Think outside the box. Tampons and feminine napkins can be used to stop blood loss. Shoelaces and belts can be used to secure tourniquets. Weighted shoes can be tied around a person's head to immobilize it. Remember, it may be several hours until you can safely move an injured person. The actions you take immediately to treat them may save their life.
If you are in lockdown for a long period of time, consider issues such as bathroom use, keeping people calm, etc.
Discuss beforehand with people in your office where you will meet up should you have to evacuate, and make it a place easily accessible and far away from the scene.
Talk to your co-workers beforehand to know if they have any special skills. Consider strategic placement of these people in an office setting. You may have current or
ex-military personnel, medically trained persons, or even people trained in martial arts that can aid in this type of incident.
Consider setting up classrooms and offices to make it harder for an Active Shooter to enter and acquire targets.These measures are meant to provide you with the knowledge and skills you may need to make decisions for your safety and the
safety of the children. There are no mandates on how to survive, you are empowered to make decisions and won't be second guessed
References:
See TCOE Board Policies
BP5141 Health Care and Emergencies BP5142 Safety
Philosophy, Goals, Objectives and Comprehensive Plans BP0450 Comprehensive Safety Plan
Business and Non-instructional Operations
3516 Emergencies and Disaster Preparedness Plan 4157, 4257, 4357 Employee Safety

Biological or Chemical Release
Prevention
Follow the policy on the prevention, storage and dispensing of cleaning or other chemicals at all times.
Procedure
There are three possible scenarios involving the release of biochemical substances. Determine which scenario applies and implement the appropriate response procedures described below.
Scenario 1: Substance released inside a room or building.
Scenario 2: Substance released outdoors and localized.
Scenario 3: Substance released in surrounding community.
SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING
EVACUATE BUILDING. Use designated routes or other alternative safe routes to the assigned assembly area or an alternative site located upwind of the affected room or building.
If a fire occurs during a chemical spill, the fire alarms should be pulled and the fire emergency procedures shall be followed.

- Office personnel will call 911 and will provide the exact location (e.g., building, room, area) and nature of emergency.
- Fans/air conditioning should be turned off, windows and doors closed, if possible.
- Personnel in contact with the substance should wash the affected area with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectant on your skin.
- List all people in the affected room or contaminated area, specifying those who had actual contact with the substance. Provide the list to the administrator and the emergency response personnel.
- The administrator will follow the pre-established communication procedures and will then monitor the emergency situation and make decisions about moving groups staff away from areas that might be dangerous.
- Follow all instructions given by the Fire Department when they arrive at the facility.
- In the event of an evacuation away from the school site, the RISE and TCOE employees must be prepared to transport themselves
and others to a safe evacuation site.
- Resume school and office activities only after buildings have been inspected and determined safe by proper authorities.

SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED
The Office will immediately direct staff and visitors from the affected area to an area upwind from the substance.

- Establish a safe perimeter around the affected area to ensure personnel do not reenter the area.
- Call "911" and provide the exact location (e.g., building, room, area) and nature of emergency.
- Fans/air conditioning should be turned off, windows and doors closed.
- Personnel in contact with the substance should wash their hands with soap and water. Immediately remove and contain

all contaminated cloths.

- List all people in the affected area of contamination, especially those who had actual contact with the substance. Provide the list to the office, and emergency response personnel.
- Do not reopen the area until authorized to do so by the administrator.

SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

If the office or local authorities determine a potentially toxic substance has been released to the atmosphere, initiate SHELTER IN PLACE.

- Upon receiving the SHELTER IN PLACE action, Fans/air conditioning should be turned off, windows and doors closed. Gaps under doors and windows sealed with wet towels or duct tape, and seal vents with aluminum foil or plastic wrap, if available.
- If outdoors, immediately go into the nearest building. Staff should communicate their locations to the office, using the phone system, email or other means without leaving the building.
- Turn off sources of ignition, such as pilot lights.
- The Office will call "911", and will provide the exact location (e.g., building, room, area) and nature of emergency.
- The administrator will turn on a radio or internet to monitor information concerning the incident if possible.
- Continue SHELTER IN PLACE until notified by the Office.

Recognize and respond to symptoms of toxic poisoning:

- Difficulty breathingIrritation of the eyes, skin, throat, or respiratory tract Changes in skin color
- Headache or blurred vision Dizziness
- Clumsiness or lack of coordination Cramps or diarrhea

If someone is experiencing acute toxic poisoning symptoms:

- Find any containers of the substance that are readily available, in order to provide requested information.
- Call the national poison control center at 1(800) 222-1222.
- Follow the emergency operator or dispatcher's first aid instructions carefully. The first aid advice found on containers may be out of date or inappropriate. Do not give anything by mouth unless advised to do so by a medical professional.
- Discard clothing that may have been contaminated. Some chemicals may not wash out completely.

Reference:

Education Code

- School Eye Safety: Sections 32030, 32031, 32032, 32033
- Alternatives to Dissection: Sections 32255.1, 32255.3, 32255.4, 32255.5
- Earthquake Emergency Procedures: Sections 32282(a)(B)(ii), 35295, 35296, 35297, 40041.5
- Hazardous Materials Education: Sections 49340, 49341, 49401.5, 49411
- Instruction in Personal and Public Health and Safety: Section 51202
- Use of Animals in Public Instruction: Section 51540 California Code of Regulations, Title 8, General Industry Safety Orders
- Ventilation Requirements for Laboratory-Type Hood Operations: Section 5154.1
- Ventilation Requirements for Biological Safety Cabinets: Section 5154.2
- Emergency Eyewash and Shower Equipment: Section 5162
- Spill and Overflow Control: Section 5163
- Storage of Hazardous Substances: Section 5164
- Occupational Exposure to Hazardous Chemicals in Laboratories (Chemical Hygiene Plan): Section 5191
- Bloodborne Pathogens: Section 5193
- Hazard Communication; Material Safety Data Sheets: Section 5194 California Code of Regulations, Title 22
- Standards Applicable to Generators of Hazardous Waste: [Excerpts from] Section 66262.10 et seq. Health and Safety Code
- Humane Care of Animals: Sections 1650, 1651, 1660, 1662
- Repeal of Requirement for Obtaining an Extremely Hazardous Waste Disposal Permit: Sections 25153, 25205.7(o)
- Transporting Hazardous Waste: Sections 25163, 25163.1
- Hazardous Materials Release Response Plans and Inventory: [Summary of] Section 25500 et seq

Bomb Threat/ Threat Of violence

GET OFF THE "AIR"

Do NOT text message Do NOT use walkie-talkies Do NOT use cell phones

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 9-1-1.

BOMB THREAT
Since RISE is located on the TAUSD campus, their office will initiate the appropriate Immediate Response Actions, which may include DUCK, COVER, AND HOLD, SECURE
(Lockdown) BUILDING, EVACUATE BUILDING or OFF-CAMPUS EVACUATION.
If phone call, attempt to keep the caller on the line as long as possible using the questions in the “Bomb Threat Report” and complete form (see below).
Alert someone else to call “911” on a landline – telling the operator, “This is (name of caller) from _____. We are receiving a bomb threat on another line. The number of that line is _____.”
Intercom announcement, “Please do a quick visual 1-minute scan of your office and the meeting room closest to you and look for anything unusual or out of place.” (A professional/law enforcement officer will decide if it is a bomb-device or not).Administrator activates Emergency Command System, as needed.
Secure campus perimeter.
Follow the directions of law enforcement. They will search perimeter, public areas, roof, etc. and assist with crowd control. Have extra maps available for law enforcement.
If evacuation is deemed necessary, help adults with disabilities. Teachers take roll sheets and office staff take student emergency cards to evacuation area.
Take roll and alert command center of any student or adult not accounted for.
All clear will be signaled by the Administrator. Only law enforcement can authorize an all clear.
Administrator debriefs staff, parents/community, and students.
"Student Release Procedures" (only send students home before end of day if directed by Incident Commander)- Follow Student Release & Reunification Procedures in this plan.
BOMB THREAT REPORT
Try to keep the caller on the phone. Stall by saying: “I’m sorry, I didn’t hear you.” Date & Time of Call: Sex of Caller? M F Mature? Yes No
Exact Words of Caller:
Questions to ask the caller.
1. When is the bomb going to explode?
2. Where is the bomb?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why did you place the bomb?
8. Where are you calling from?
9. What is your address?
10. What is your name?
Please check the appropriate boxesVoice
? Loud
? High Pitched
? Raspy
? Intoxicated
? Soft
? Deep
? Pleasant
? Other
Accent
? Local
? Not Local
? Foreign
? Regional
Manner
? Calm
? Rationale
? Coherent
? Deliberate? Righteous
? Angry

? Irrational
? Incoherent
? Emotional
? Laughing
Background Noise
? Factory Machines
? Music
? Office Machines
? Mixed
? Street Traffic
? Trains
? Animals
? Quiet
? Voices
? Airplanes
? Party Atmosphere
Language
? Excellent
? Fair
? Foul
? Good
? Poor
? Other
Speech
? Fast
? Distinct
? Stutter
? Slurred
? Slow
? Distorted
? Nasal
? Lisp
Familiarity With Threatened Facility
? Much
? Some
? NoneIf the voice is familiar, who did it sound like?
Person receiving call: Reported to:
FOR LANDLINE ONLY! [DO NOT USE A CELL PHONE OR RADIO!]
Sample Message for lockdown due to bomb threat:
Initial message:
This is name, the principal of _____. This message is to inform/update you on an existing situation at our school this morning/afternoon. A suspicious item was found this morning/afternoon on the school campus. The school is now in a lockdown mode. Working collaboratively with the Law Enforcement, we are being guided through the process, and children and staff are all safe. At this time, it is best for your children to remain in the safe surroundings of their locked classroom. Law Enforcement has requested that no one approach the school at this time or use their cell phone to call or text message their children because of the suspicious item. As soon as the Law Enforcement gives us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.
All clear message:Hello families, this is name, the principal and I am happy to report that the situation with the suspicious item on campus has been
resolved safely, and the school is no longer on lockdown. Law Enforcement has removed the item, and it is being analyzed. There is an ongoing investigation at this time. Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.
Spanish
Initial message / Mensaje inicial:
(Buenas padres de familia) Habla el/la director/directora, de la Escuela. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. La escuela se encuentra actualmente en situación de confinamiento porque esta mañana/tarde se

encontró un artículo sospechoso en nuestro campo escolar. Trabajando conjuntamente con el departamento de policía de se nos ha guiado a través del proceso y los niños de mantengan protegido en el salón de clases que está cerrado con llave. El departamento de policía de Happy Valley nos ha solicitado que nadie se acerque a la escuela por el momento y, que so se envíen llamadas telefónicas ni mensajes de texto con el celular debido al artículo sospechoso. Tan pronto que la policía nos dé el visto bueno para abrir la escuela, nos podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.
All clear message / Mensaje de que pasó el peligro:
(Buenas padres de familia) Habla el/la director/directora, de la Escuela; tengo el placer de reportarles que se ha resuelto el incidente con el artículo sospechoso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. El departamento de policía de Happy Valley retiró el artículo y está siendo analizado. Por el momento se está realizando una investigación. La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad
Reference:
See TCOE Board Policies:
0450 Comprehensive Safety Plan 4157, 4257, and 4357 Employee Safety

Bus Disaster
R.I.S.E. does not provide bus transportation.

Disorderly Conduct
In the event of a hostile or potentially threatening person or event, implement the following procedures to control and contain the situation:

- If in doubt, call for a lockdown or ask someone else to do so, and follow the procedures for a Violent Intruder elsewhere in this plan.
- Attempt to isolate the perpetrator from others, if it is safe to do so.
- Do not approach or disarm the threat.
- Call “911” and provide the exact location of the threat and the nature of the emergency.
- If an immediate threat is not clearly evident, and staff feels safe to do so, attempt to defuse the situation by remaining calm and talking in a soft, non-threatening manner. Request perpetrator to leave the area, as appropriate.
- Avoid all hostile actions or interactions, except to maintain the safety and welfare of staff.
- If the perpetrator is a student, notify the family. Family members may provide useful information on handling the situation.

Earthquake
Tremors and shaking of the earth indicate an earthquake; there are usually no advance warnings.
Before:

- Maintain staff emergency cards. Keep them in a safe, accessible place.
- Keep emergency kits in a safe, easily accessible place.
- Participate fully in drills, encouraging others as well.
- Train staff to have a working knowledge of response protocols and how to use them. Plan safe areas for staff members who may not fit under a desk or table.
- Provide instruction to staff on earthquakes and earthquake preparedness.
- Test any special response procedure during earthquake drills.
- Secure all cabinets, doors and supplies so they are less likely to fall.
- Know your environment. Make note of surrounding areas, and clearly know the layout of your office in case the lights go out.
- Earthquake drills should be held at least once per year.

Most earthquake related casualties result from collapsing walls, flying glass and falling objects.During: If You Are Inside A Building

- Drop onto your hands and knees so you are not knocked down.
- Duck, and cover your head and neck with your arms to protect yourself from falling debris
- If you are in danger from falling objects and you can move safely, crawl for additional cover under a sturdy desk or table.
- If no sturdy shelter is nearby, crawl away from windows, next to an interior wall.
- Stay away from glass, outside doors and walls and anything that can fall.

- Hold on to sturdy covering so you can move with it until the shaking stops.
- Stay where you are until the shaking stops. Do not run outside. Do not get in a doorway as this does not provide protection from falling or flying objects and you may not be able to remain standing.
- Be aware that the electricity may go out or the sprinkler systems and/or fire alarms may turn on.
- People who use wheelchairs or other mobility devices should lock their wheels, bend over and protect their head and neck with their arms, a pillow, a book or whatever is available.

During: If You Are Outside

- Stay outside.
- Move away from buildings, street lights and utility wires
- Once out in the open, “Drop, Cover, and Hold On”. Stay there until the shaking stops.

After:

- When the shaking stops, look around. If there is a clear path to safety, leave the building and go to an open space away from damaged areas. Move to our evacuation assembly location.
- If you are trapped, do not move about or kick up dust.
- If you have a cell phone with you, use it to call or text for help.
- Tap on a pipe or wall or use a whistle, if you have one, so that rescuers can locate you.
- Once outside and safe, implement and coordinate our emergency incident command system including accounting for all people present (staff, visitors, students) and those missing.
- Check for injuries and aid if you have training.
- Activate search and rescue team for the missing, if you can do so safely.
- Document events, decisions and actions.
- Be prepared to “Drop, Cover, and Hold on” in the likely event that an aftershock will occurDo not let any students leave the site until they have been reunited with their families and the proper authorities have told you it’s all right to leave.
- If the Superintendent is not on site, contact him/her as soon as you can, to communicate the condition of any children, staff and surrounding areas. Communicate any information that the authorities have given you.
- DO NOT TALK WITH THE MEDIA. A Communication Officer that will be in charge of this event. Be very careful about information shared.
- Use extreme caution during post-disaster clean-up of buildings and around debris. Do not attempt to remove heavy debris by yourself. Wear protective clothing, including a long-sleeved shirt, long pants, work gloves, and sturdy, thicksoled shoes during clean-up.
- When the event is completed, fill out required paperwork and debrief with the proper authorities and/or staff officials.

State of California Governor's Office of Emergency Services
MEMORANDUM
TO: OPERATIONAL AREA COORDINATORS
FROM: Richard Eisner, Coastal Regional Administrator Stephen Sellers, Southern Regional Administrator Charles Wynne, Inland Regional Administrator
DATE: September 7, 2004
SUBJECT: DUCK, COVER AND HOLD PROCEDURE
Recently, you may have received information via email and other sources promoting a protective measure called the "triangle of life" and questioning the "duck, cover and hold" procedure recommended for use during earthquakes here in California and in other areas of the United States. Because buildings constructed in California are built to much stricter codes and standards than those in the rest of the United States and those in other countries, including Mexico, Iran and Turkey, collapses here are very rare.
Extensive research into the causes of earthquake injuries and deaths supports the use of the Duck Cover and Hold procedure recommended by OES, the California Seismic Safety Commission and the American Red Cross. Most injuries in California earthquakes occur when building occupants attempt to exit buildings or move to a different location in the building. In the recent San Simeon earthquake, two people were crushed by falling debris when they exited the building.
Studies of the 1979 El Centro, 1987 Whittier, 1989 Loma Prieta and 1994 Northridge earthquakes confirm this pattern of injuries, and that use of the Duck Cover and Hold procedure reduces the likelihood of serious injury from a collapsed building and falling objects. After each disaster, OES attempts to learn from behavioral research and other studies, and apply lessons learned into safety action recommendations. There is, of course, no guarantee that people will not be injured in an earthquake. Earthquakes can shake buildings violently and cause extensive damage. The key to injury prevention is making sure buildings are safe, contents are secured, and occupants are trained to duck, cover and hold.Reference:
See TCOE Board Policies
0430 Comprehensive Safety Plan
3516 Emergencies and Disaster Preparedness Plan 7110 Facilities Master Plan
4157, 4257, 4357 Employee Safety

Explosion or Risk Of Explosion
There are three possible scenarios involving the explosion/threat of explosion. Determine which scenario applies and implement the appropriate response procedures described below.
Scenario 1: Explosion on school/office property
Scenario 2: Credible threat of an explosion on school/office property Scenario 3: Explosion or threat of an explosion in a surrounding area
SCENARIO 1: EXPLOSION ON PROPERTY
Upon an explosion all persons should DUCK, COVER AND HOLD.

- The office will consider the possibility of another imminent explosion and take appropriate action.
- After the blast, the office will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING or OFF- SITE EVACUATION. Evacuation may be warranted in some parts of the building and other areas may be used as shelter.
- If the explosion occurred within the building, the office will issue EVACUATE BUILDING action. Staff and others will evacuate using prescribed routes or other safe routes and proceed to the assembly area (see Evacuation/Assembly Area Instructions).
- Take attendance. Note anyone missing.
- The office will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
- If necessary, the office will advise the Fire/Rescue Team to suppress fires and rescue personnel.
- Notify the appropriate utility company of damages.
- Post guards a safe distance away from the building entrance to prevent persons entering the building.

SCENARIO 2: CREDIBLE THREAT OF AN EXPLOSION ON PROPERTY

- The office will initiate appropriate Immediate Response Actions, which may include DUCK, COVER, AND HOLD, SHELTERIN- PLACE, SECURE BUILDING, EVACUATE BUILDING or OFF-SITE EVACUATION.
- If the office issues EVACUATE BUILDING action, evacuate the building using prescribed routes or other safe routes and proceed directly to the assembly area (see Evacuation/Assembly Area instructions).
- Take attendance. Note anyone missing.
- The office will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
- Notify the appropriate utility company of damages.

SCENARIO 3: EXPLOSION OR THREAT OF EXPLOSION IN SURROUNDING AREA

- The office will order SHELTER IN PLACE.
- The office will notify "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
- The office will take further actions as needed.
- Remain in SHELTER IN PLACE until further instructions

Fire in Surrounding Area

The LEA maintains fire prevention, evacuation, and emergency communication procedures for school sites located in high fire-risk zones, consistent with AB 2968 and state and local fire safety requirements. This includes ongoing fire prevention and vegetation management to ensure defensible space. The office will initiate the appropriate Immediate Response Actions. If the fire occurs during work hours, the response may be:

Evacuation Warning: Potential threat to life and/or property. Those who require additional time to evacuate should leave now. Others should prepare.

Evacuation Order: Immediate threat to life. This is a lawful order to leave now. The area is lawfully closed to public access.

These will be announced through the intercom system if appropriate. If not during work hours, the Emergency Phone Tree will be enacted to communicate with staff regarding the need for emergency workers or to remain at home and not report to work. TCOE will maintain open communication and coordination with CAL FIRE, local fire departments, and emergency management agencies to determine if the building is threatened by fire, smoke, hazardous atmosphere, or other conditions. Access routes must be kept open for emergency vehicles at all times. If an EVACUATION ORDER is required, staff will follow emergency personnel evacuation guidelines and utilize established relocation sites and reunification procedures.

If a wildfire reaches within 10 or fewer miles of TCOE:

A Safety Committee and Management Emergency Meeting must occur.

The committee will review the evacuation plan and procedures for school closure, relocation, or instructional continuity due to fire conditions.

RISE should follow evacuation orders by either TAUSD as they are on their campus, or from TCOE. The priority of the RISE team is to ensure student safety. They should follow agreed upon evacuation routes along with TAUSD. Staff should notify the Superintendent who can help guide which protocols to follow and help make parent phone calls if needed. If the all clear is given, staff should return with students to the classroom. If a return is not availalble it will up to the authorities to determine if an early release is warranted. Staff should contatct parents and stay with students until an authorized person has come to pick them up. Times of pick-up and names of who the student left with should be documented.

Fire on School Grounds

The LEA maintains fire prevention, evacuation, and emergency communication procedures for school sites located in high fire-risk zones, consistent with AB 2968 and state and local fire safety requirements. This includes ongoing fire prevention and vegetation management to ensure defensible space. The office will initiate the appropriate Immediate Response Actions.

If the fire occurs during work hours, the response may be: (What Should Be Done Before A Fire)

Install smoke alarms. Check and/or change the batteries twice a year.

Review escape routes with staff. Practice escaping from each room.

Make sure all exits are clear and working.

Store flammable liquids in approved containers in well-ventilated storage areas.

Have A-B-C type fire extinguishers installed and know how to use them.

FIRE IN THE BUILDING - The warning of fire is the alarm signal and/or smoke and flames.

Upon discovery of a fire, get everyone out first and then find the nearest phone and call 911 immediately.

- Evacuate using the designated route or other safe routes to the Evacuation/Assembly area (see elsewhere in this plan).
- If there is heavy smoke, have everyone stay low, breathing through a piece of clothing if possible. Smoke and poisonous gases collect first along the ceiling.
- Take the "go bag," which should include an up-to-date attendance roster and a pen.
- Close doors and windows as you leave, if there's time, to delay the spread of fire.
- Take roll. Notify the office staff if anyone is missing.
- Establish a Command Post away from the danger area; co-locate the command post with fire departments.
- Follow all directives of emergency personnel.
- Contact the Administrator if he or she is not on site.

- Resume regular activities only after buildings have been inspected and determined safe by the proper authorities

Flooding

Know Your Terms:
Flood Watch: Flooding is possible.
Flash Flood Watch: Flash flooding is possible.
Flood Warning: Flooding is occurring or will occur soon
Flash Flood Warning: A flash flood is occurring; seek higher ground on foot immediately.
If a flood is likely in your area, you should:

- Listen to the radio or check the Internet for information.
- Be aware that flash flooding can occur. If there is any possibility of a flash flood, move immediately to higher ground. Do not wait for instructions to move.
- Be aware of streams, drainage channels, canyons and other areas known to flood suddenly.

If you must prepare to evacuate, you should do the following:

- Secure your classroom or office. Move essential items to an upper floor.
- Turn off utilities at the main switches or valves, if instructed to do so.
- Disconnect electrical appliances. Do not touch electrical equipment if you are wet or standing in water.

If you have to leave your classroom or office, remember these evacuation tips:

- Do not walk through moving water. Six inches of moving water can make you fall.
- If you have to walk in water, walk where the water is not moving, and check the firmness of the ground in front of you.

Driving Flood Facts:

- Six inches of water will reach the bottom of most passenger cars, causing loss of control and possible stalling.
- A foot of water will float many vehicles.
- Two feet of rushing water can carry away most vehicles, including sport utility vehicles (SUVs) and pick-ups.
- The following are guidelines for the period following a flood: Listen for news reports to learn whether the community's water supply is safe to drink.
- Avoid floodwaters; water may be contaminated by oil, gasoline or raw sewage. Water may also be electrically charged from underground or by downed power lines.
- Avoid moving water.
- Be aware of areas where floodwaters have receded. Roads may have weakened and could collapse under the weight of a car.
- Stay away from downed power lines and report them to the power company.
- Return to classrooms and offices only when authorities indicate it is safe.
- Stay out of any building if it is surrounded by floodwaters.
- Use extreme caution when entering buildings; there may be hidden damage, particularly in foundations.
- Stay in contact with your principal/supervisor.

Reference:
See TCOE Board Policies
0450 Comprehensive Safety Plan
3516 Emergencies and Disaster Preparedness Plan
3517 Facilities Inspection
5142 Safety
4157, 4257, and 4357 Employee Safety

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.
Procedure:
1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the Principal or designee immediately.
2. Upon notice of loss of utilities, the Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The Principal or designee will notify the appropriate utility company and will provide the location and nature of emergency.

Appropriate personnel will also be notified at the discretion of the Principal or designee.
4. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
5. If the loss of utilities may generate a risk of explosion, such as a gas leak, please refer to that section.
6. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.
A. Plan for a Loss of Water:
Toilets: 5 gallon buckets with shower curtains in each classroom.
Bottled Water will be delivered to classrooms as needed.
B. Plan for a Loss of Electricity:
Emergency Light: Flashlight in each classroom.
Generators are located on each campus.
C. Plan for a loss of Communication
Telephone Service:
Administrators carry cellular phones.
Administrators and department heads carry radios.

Motor Vehicle Crash

The County Board and Superintendent has a strong interest in ensuring that employees who drive vehicles in the course of County Office business do so responsibly and act in accordance with established County Office policies and procedures.
The County Superintendent or designee has the responsibility to monitor, evaluate and put into place the procedures designed to manage risks associated with vehicle use.
The County Office also has a strong interest in avoiding undue liability risks by curtailing driving privileges of any person whose driving records suggest they presently pose higher than normal risks. The County Superintendent or designee further has the authority to require suspension or revocation of privileges to drive County Office or privately-owned vehicles for County Office business.
Any person using a vehicle for County Office purposes must register each school year with the County Office for such purposes. See the complete Superintendent Policy #3544 (in the front office), and the Employee Driver Application for further information.
Employees shall notify the Superintendent should they be involved in any type of traffic violation and/or accident while driving a fleet vehicle.
Employees shall notify the Superintendent should their driving status (i.e.: moving violations and/or accidents) changes in any way.
A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION which may include the use of buses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.

STAFF ACTIONS:

- Notify Superintendent
- Move students away from immediate vicinity of the crash.

EVACUATE staff to a safe assembly area away from the crash scene. Take employee roster/name tags and emergency backpack.

- Check school site to assure that all students have evacuated.
- Comprehensive School Safety Plan
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building

Pandemic

The Governing Board recognizes that all TCOE staff must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. TCOE shall take all reasonable steps to prevent and/or mitigate the impact of a disaster including an infectious disease outbreak.

An influenza pandemic is a global outbreak of a new influenza virus. Pandemics happen when new (novel) influenza viruses emerge which are able to infect people easily and spread from person to person in an efficient and sustained way. The illness rates for both seasonal and pandemic flu are high among children. Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities. Office closures may also result.

Prevention

TCOE works to promote health and hygiene throughout the year. Such initiatives as outlined below and maintaining social distance when sick (i.e. stay at home if sick) are encouraged:

Cover nose and mouth with a tissue when they cough or sneeze. Throw the tissue away after use and wash hands or sneeze, or cough into your upper sleeve to prevent spread.

Wash hands often with soap and water, especially after coughing or sneezing. If water is not available, use an alcohol-based hand rub.

Avoid touching eyes, nose, or mouth. Germs spread this way.

Stakeholders Involved in a Pandemic Event

Trinity Office of Emergency Services, Trinity County Public Health, as well as TCOE Nursing Staff and the TCOE Safety Team/Emergency Command Team (see elsewhere in this document) are responsible for executing the community operational plan which may include case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.

When flu arrives in the community.

- Enact response plan with nursing team and community partners, as directed by OES or Public Health
- Any staff member can be designated to serve as Civil Service Worker
- Each employee will be assigned priority for serving as a Civil Service Worker depending on the need.
- Supply N95 respirators to all staff if exposed to infectious diseases
- The platoon system for rotation purposes will be implemented and a general plan made for systematic dismissal of staff
- The “All Call” system will communicate with staff as needed

Plan for Pandemic

Plan for pandemic is triggered by Department of Public Health and/or County Superintendent of Schools only

Goals:

- Be prepared for the unpredictable nature of pandemics
- Limit the number of illnesses
- Reduce the spread of the virus within office and community
- Preserve continuity of essential office functions
- Minimize economic and academic losses
- Work with local and state health departments to coordinate pandemic plansPreparation

Ensure staff members understand early detection - TCOE County Nurse

Determine procedure for reporting any children and staff members exhibiting signs of illness - TCOE County Nurse

Maximize communication with parents and district communities related to health and safety and any pandemic episode. Educate about what each person can do to prepare and respond to minimize health risks. Information can be disseminated through social media, website postings, and press releases. Social media monitors - Management team Website monitor

Consider how to keep office running if staff become sick or must care for sick family members: Which employees can cover for others? - Department Heads/Management

Prevention

Work-From-Home Pandemic Policy Essential personnel, as determined by management, will be able to work from home for a determined amount of time until safe for the employee to return to the office.

- These employees will be able to check out computer equipment from IT. - Department Heads/Management
- Ensure staff and visitors are educated and trained in preventative measures such as respiratory etiquette, and universal procedures. - Front Office Staff, Department Assistants

Place reminders around the office (including entrances, meeting rooms, and restrooms).

- Topics include hand hygiene, covering coughs and sneezes, washing hands after using tissues, not touching eyes, nose, or mouth. - Front Office Staff, Department Assistants

- Ensure all personnel are informed with the latest developments of any pandemic episode. - TCOE County Nurse, County Superintendent
- Post notices at all entry points asking visitors not to enter if they have symptoms of influenza, Covid-19, or other virus symptoms.Front Office Staff, Department Assistants
- Discourage prolonged congregation in the hallways, offices, meeting rooms. - All Staff

All large group meetings are to be suspended.
Telephones should not be shared.
Disinfecting shared work areas, counters, railings, door knobs, and inside vehicles should be performed more frequently.
Work areas, counters, door knobs, railings 2X a day. Inside of vehicle after each trip
While operationally possible, during the day increase ventilation to the facility to decrease the spread of disease.
Ensure extra supplies of tissues, hand sanitizing gels, soap and water, disinfecting wipes and other cleaning supplies as well as notouch trash cans are available for employees.
Provide disinfectant wipes in each vehicleFilters of air conditioning should be monitored, cleaned and changed frequently. Director of Facilities and Operations
As a last resort, in consultation with public health officials, dependent upon significance of outbreak, consider if/when to close office.
COVID-19 Prevention and Training Plan
Employee Training
Provide regular training for employees on the following topics using interactive methods that are easy to understand including verbal, visual, audiovisual and picture-centered handouts and other resources:

- What is COVID-19 and how is it spread
- Signs and symptoms of COVID-19
- When to seek medical attention if not feeling well
- Prevention of the spread of COVID-19 if you are sick
- Physical distancing guidelines

Comprehensive School Safety Plan 71 of 74 2/6/26

- Importance of washing hands with soap and water for at least 20 seconds or use of hand sanitizer if soap and water are not readily available.
- Hand washing should occur before and after using the toilet, eating, coming and going to work, after interactions with others, after contacting shared surfaces or tools, before and after wearing masks or gloves, and after blowing nose or sneezing.
- Methods to avoid touching eyes, nose and mouth
- Coughing and sneezing etiquette
- Safely using cleansers and disinfectants
- Reading labels, wearing proper personal protective equipment (PPE), hazard review and steps to minimize harm to employees using those products.

Procedures to Help Prevent the Spread of COVID-19
As per Public Health and the state of CA mandates during an active pandemic, all staff will follow intake procedures which include:

- Taking employees' temperatures on a daily basis, maintaining those daily logs confidential and if an employee has a fever of 101 degrees Fahrenheit or greater, the employee will be sent home.
- Daily intake of employees' health - if they have a cough, fever, shortness of breath or have been exposed to anyone with a positive diagnosis.If an employee is not feeling well and is exhibiting symptoms that may be attributed to COVID-19, such as acute respiratory

symptoms or a fever, the company will do the following:

- Provide resources including how to seek medical care information
- The employee will be asked to go home. An employee sent home from work due to visible signs of illness shall remain home until asymptomatic for at least 72 hours. The employee may be eligible for up to two workweeks of emergency sick leave at the employee's full pay rate; the emergency paid sick leave is separate from theemployee's district leave balances and may be used before any personal leaves. If the employee needs additional leave after the emergency paid sick leave has exhausted, the employee will use their paid sick leave, and upon exhaustion, other entitlement/differential pay leave during the absence. An employee may choose to use paid vacation (classified only) and/or compensatory time if available, prior to other entitlement/differential pay. After exhaustion of all sick leave benefits, an employee will be required to use vacation (classified only) and/or compensatory time as available, consistent with leaves policy.
- An employee who has been off work due to illness with the type of symptoms associated with COVID-19 (fever, cough,

and shortness of breath) may return to work once they have been completely asymptomatic for at least 72 hours or they gave a release from a health care provider to return to work. This requirement is in accordance with guidance from local public health authorities and applies whether or not the employee has been confirmed to have COVID-19.
If informed that an employee tests positive for COVID-19, the company will provide notice to health officials in the county/city in which they are working to thus provide company with further guidance. Information includes but is not limited to:

- The employee's work location, work hours, general and specific work duties, if the employee has traveled to multiple worksites recently with timing, and the last day the employee was at work. Identify who has been in contact with the employee. The employee's name will not be disclosed unless asked to by the health officials.

Company will establish routine schedule to clean and disinfect common surfaces and objects in the workplace. This includes but is not limited to:

- Classroom technology devices, containers, counters, tables, desks, chairs, benches, door handles, knobs, doorbells, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles and buses – inside and out, and trash cans.

The process of disinfecting includes providing disinfecting products, any PPE required for their safe use along with review of manufacturer instructions for proper use.

- Procedures to Increase Physical Distancing
- Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is at least 6 feetWhen working in sports fields, playgrounds, assembly areas, and/or other outdoor areas
- Before starting the work shift
- After the work shift
- Coming and going from vehicles
- Entering, working and exiting physical buildings or other structures
- During breaks and lunch periods
- When other work activities including using various tools

Good Sanitation Practices

- Check restroom facilities frequently and make sure they are clean and sanitary
- Assign an employee to check restrooms, open doors, re-stock toilet paper, clean and sanitize as necessary
- Make sure hand washing areas have plenty of soap, paper towels and that someone is cleaning and sanitizing
- Make sure hand washing supplies are re-stocked regularly
- Assign an employee to serve drinking water and provide appropriate PPE including but not limited to gloves and N95 respirators
- Sanitize water receptacle and spigot frequently

Limit Non-Essential Visits and Travel

- Transition into on-line ordering for any direct to consumer sales with outside pick-up or delivery options.
- Visitors must be approved before arriving, employees should maintain social distancing from visitors.
- Limit any unnecessary travel from one campus to another in vehicles, this includes personal employee vehicles and company provided vehicles, with multiple passengers.
- Eliminate all non-essential and non-related services, such as entertainment activities.
- Work Related Injuries and Illnesses
- For individuals not exhibiting signs of COVID-19 but who experience a work-related injury or illness, regular procedures and reporting are to be followed.

Psychological Trauma

In the event of psychological trauma on campus, the school counselor and school psychologist will be called to work with the principal on an appropriate response to the situation. In the case of an emergency, 911 will be called.

Suspected Contamination of Food or Water

Food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.
Admin ACTIONS:
Call 911.
Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
Provide list of potentially affected staff to responding authorities.
Provide staff with information on possible poisonous materials in the building.
Confer with Department of Health and Human Services before the resumption of normal school activities.
Prepare communication for families advising them of situation and actions taken.
STAFF ACTIONS:
Notify site administrator.Administer first aid as directed by poison information center.
Seek additional medical attention as needed.
PREVENTATIVE MEASURES:
Keep poisonous materials in a locked and secure location.
Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training
Tactical Responses to Criminal Incidents
Follow Trinity County Sheriff's Department plan and procedures.
Unlawful Demonstration or Walkout
An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.
Procedure
1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate appropriate Immediate Response Actions.
3. The Principal or designee will call 911 to request assistance and will provide the exact location and nature of emergency.
4. The Emergency Response Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record the address, telephone number and time entered or departed. The Main Gate should not be locked down, as a blocked entrance may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the Principal or designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and/or blinds.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The Principal or designee should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The Principal or designee will notify parents of the incident, as appropriate

Tactical Responses to Criminal Incidents
Follow Trinity County Sheriff's Department plan and procedures.

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An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

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9. The Principal or designee will notify parents of the incident, as appropriate

Emergency Evacuation Map

Trinity County Office of Education

Fabio Robles Ed. D.
Trinity County
Superintendent of Schools

P.O. Box 1256 ❁ 201 Memorial Drive, Weaverville, CA 96093-1256
(530) 623-2861 ❁ FAX (530) 623-4489
https://www.tcoek12.org

Date: February 2026
To: Trinity County Office of Education Board of Trustees
From: Cindy Blanchard
Subject: Annual Audit for 2024/2025 Fiscal Year

Background Information: An annual audit is performed during and after the close of a fiscal year. Our 2024/2025 fiscal year audit is now complete.

Current Situation: Our audit has been completed with one audit finding. We had requested a finding which gives us the ability to create a correct to books that have already been closed. Upon closing the 2024/2025 fiscal year, the ending balance of Community Schools Partnership Program: Implementation Grant Cohort 3. Had been classified as unearned revenue instead of ending balance. In the future a better review of each grant funds ending balance requirements will be completed.

Recommendation: If you have any questions please contact Cindy Blanchard, 530-623-2861x229 or cblanchard@tcoek12.org.

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

Trinity County Office of Education

County of Trinity
Weaverville, California

Audit Report
June 30, 2025

https://whkcpa.com

Trinity County Office of Education
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WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

BRIAN K. HADLEY, CPA
AUBREY W. MANN, CPA
KEVIN A. SPROUL, CPA

Independent Auditor's Report

To the Board of Education
Trinity County Office of Education

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 Trinity County Office of Education (the County Office) as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the County Office'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 County Office as of June 30, 2025, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America 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 Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the County Office and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the County Office'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 one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with 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 County Office'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 County Office's ability to continue as a going concern for a reasonable period of time.

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and other required supplementary information as identified in the table of contents, 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 (GASB) who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financials 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 County Office's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The accompanying combining financial statements and additional supplementary information, identified in the table of contents, as required by the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* prescribed in Title 5, *California Code of Regulations, Section 19810* are presented for purposes of additional analysis and are not a required part of the 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 accompanying combining and individual nonmajor fund financial statements, the schedule of expenditures of federal awards, and the additional supplementary information as identified in the table of contents, are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the audit report. The other information comprises the Other Information section of the audit report as identified on the table of contents, but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 29, 2026, on our consideration of the County Office'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 County Office's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the County Office's internal control over financial reporting and compliance.



El Cajon, California
January 29, 2026

TRINITY COUNTY OFFICE OF EDUCATION

MANAGEMENT DISCUSSION AND ANALYSIS
JUNE 30, 2025
(Unaudited)

The discussion and analysis of Trinity County Office of Education's financial performance provides an overall review of the County Office's financial activities for the fiscal year ended June 30, 2025. The intent of this discussion and analysis is to look at the County Office's financial performance as a whole. To provide a complete understanding of the County Office's financial performance, please read it in conjunction with the Independent Auditor's Report, the County Office's financial statements and notes to the basic financial statements.

The Management's Discussion and Analysis (MD & A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments issued June 1999. Certain comparative information is required to be presented in the MD & A.

FINANCIAL HIGHLIGHTS

- The increase in Local Control Funding Formula (LCFF) sources from 2023-24 to 2024-25 was $200,440 (3.8%).
- The county school services fund expenditures increased by $639,606 (6.78%) over the previous year amount.
- County school services fund revenues and other sources exceeded expenses and other uses by $3,313,488. A large part of our increased revenue is due to grants that were prepaid to the County Office. Over the next few years our cash balance will be reduced as these funds are expended.
- The County school services fund ended the fiscal year with 52% reserves in unassigned fund balance.

Overview of the Financial Statements

This annual report consists of the following parts – management's discussion and analysis (this section), the basic financial statements, required supplementary information, other supplementary information, and findings and recommendations. These statements are organized so the reader can understand the Trinity County Office of Education as a financial whole, an entire operating entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

The Basic Financial Statements

The first two statements are County Office-wide financial statements, the Statement of Net Position and the Statement of Activities. These statements provide information about the activities of the whole School County Office, presenting both an aggregate view of the County Office's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the County Office's more significant funds with all other non-major funds presented in total in one column.

The financial statements also include notes that explain some of the supplementary information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements. A comparison of the County Office's county school services fund budget is included.

Reporting the County Office as a Whole

Statement of Net Position and the Statement of Activities

These two statements provide information about the County Office as a whole using methods similar to those used by private-sector companies. The Statement of Net Position includes all the County Office's assets, deferred outflows of resources, liabilities, and deferred inflows of resources using the accrual basis of accounting. This basis of accounting takes in account all the current year's revenues and expenses regardless of when cash is received or paid. These statements report information on the County Office as a whole and its activities in a way that helps answer the question, "How did we do financially during 2024-25?"

The change in net position is important because it tells the reader that, for the County Office as a whole, the financial position of the County Office has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Over time, the increases or decreases in the County Office's net position, as reported in the Statement of Activities, are one indicator of whether its financial health is improving or deteriorating. The relationship between revenues and expenses indicates the County Office's operating results. However, the County Office's goal is to provide services to our students, not to generate profits as commercial entities. One must consider many non-financial factors, such as the quality of education provided to assess the overall health of the County Office.

- Increases or decreases in the net position of the County Office over time are indications of whether its financial position is improving or deteriorating, respectively.
- Additional non-financial factors such as condition of school buildings and other facilities, and changes to the property tax base of the County Office need to be considered in assessing the overall health of the County Office.

Reporting the County Office's Most Significant Funds

Fund Financial Statements

The fund financial statements provide more detailed information about the County Office's most significant funds – not the County Office as a whole. Funds are accounting devices the County Office uses to keep track of specific sources of funding and spending on particular programs. Some funds are required to be established by State law. However, the County Office establishes other funds to control and manage money for specific purposes.

Governmental Funds

Most of the County Office's activities are reported in governmental funds. The County Office's reports three major funds, the County School Services Fund, the Special Education Pass-Through Fund, and the Child Development Fund. All other governmental funds are aggregated into one nonmajor governmental funds column. Governmental funds focus on how money flows into and out of the funds and the balances that remain at the end of the year. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the County Office's operations and services that help determine whether there are more or fewer financial resources that can be spent in the near future to finance the County Office's programs.

FINANCIAL ANALYSIS OF THE GOVERNMENT WIDE STATEMENTS

Comparative Statement of Net Position

Table 1 presents the statement of net position for the years ended June 30, 2025 and 2024, allowing for a year-over-year comparison of the agency's financial health.

Assets:
Total assets increased from $9,698,051 in 2024 to $13,443,559 in 2025. This growth was primarily driven by an increase in cash and investments, which rose by $3,639,181. The overall increase in assets suggests improved liquidity and resource availability for the County Office's operations.

Deferred Outflows of Resources:
Total deferred outflows of resources decreased from $3,714,430 in 2024 to $3,115,319 in 2025. This decline is the result of amortization of prior year amounts.

Liabilities:
Total liabilities decreased from $8,466,359 in 2024 to $7,602,237 in 2025. The reduction was mainly due to a decrease in long-term liabilities, which fell by $574,882, reflecting changes in the County Offices proportionate share of the net pension liability along with other actuarial adjustments and estimates. Accounts payable also decreased by $260,795.

Deferred Inflows of Resources:
Total deferred inflows of resources increased from $262,081 in 2024 to $636,574 in 2025. This increase is the result of actuarial estimates that will be amortized over time.

Net Position:
Total net position increased from $4,684,041 in 2024 to $8,320,067 in 2025. The largest contributor to this increase was the unrestricted net position, which grew by $3,636,026, and restricted net position, which increased by $556,113. The growth in net position reflects the County Office's ability to generate resources in excess of its obligations, strengthening its overall financial stability.

Conclusion:
The comparative statement of net position demonstrates a positive trend, with assets and net position increasing and liabilities decreasing. These changes indicate improved financial health and a stronger capacity to meet future obligations and support ongoing operations.

(Table 1)
Comparative Statement of Net Position

	Governmental Activities			
	6/30/2025	6/30/2024	Change	% Change
Assets				
Cash and Investments	$ 10,718,048	$ 7,078,867	$ 3,639,181	51.41%
Accounts receivable	2,218,478	2,175,171	43,307	1.99%
Prepaid expenses	1,400	4,245	(2,845)	-67.02%
Capital assets, net	505,633	439,768	65,865	14.98%
Total Assets	$ 13,443,559	$ 9,698,051	$ 3,745,508	38.62%
Deferred Outflows of Resources				
Deferred outflows of resources - pensions	$ 2,867,098	$ 3,609,774	$ (742,676)	-20.57%
Deferred outflows of resources - OPEB	248,221	104,656	143,565	137.18%
Total Deferred Outflows of Resources	$ 3,115,319	$ 3,714,430	$ (599,111)	-16.13%
Liabilities				
Accounts payable and other current liabilities	$ 779,726	$ 1,040,521	$ (260,795)	-25.06%
Unearned revenue	103,203	131,648	(28,445)	-21.61%
Long-term liabilities	6,719,308	7,294,190	(574,882)	-7.88%
Total Liabilities	$ 7,602,237	$ 8,466,359	$ (864,122)	-10.21%
Deferred Inflows of Resources				
Deferred inflows of resources - pensions	$ 578,663	$ 208,935	$ 369,728	176.96%
Deferred inflows of resources - OPEB	57,911	53,146	4,765	8.97%
Total Deferred Inflows of Resources	$ 636,574	$ 262,081	$ 374,493	142.89%
Net Position				
Net investment in capital assets	$ 505,633	$ 439,768	$ 65,865	14.98%
Restricted	2,439,660	1,883,547	556,113	29.52%
Unrestricted	5,374,774	2,360,726	3,014,048	127.67%
Total Net Position	$ 8,320,067	$ 4,684,041	$ 3,636,026	77.63%

Comparative Statement of Activities

The comparative statement of activities, as presented in Table 2, provides a side-by-side view of the County Office's revenues, expenses, and changes in net position for the fiscal years 2023-24 and 2024-25.

Revenues:
Total revenues are broken down into program revenues and general revenues. By comparing the two periods, we observe the following trends:

- If program revenues (such as charges for services or operating grants) increased, this may reflect expanded services or higher grant allocations.
- Changes in general revenues (such as property taxes or state aid) are often driven by changes in funding formulas, tax rates, or assessed values.
- Total revenue increased by $1,456,047 (9.70%) in 2024-25 when compared to 2023-24 with increases in both program revenues and general revenues.

Expenses:
Expenses are categorized by function (e.g., instruction, support services, administration). Key trends include:

- Increases in instructional or support service expenses may indicate expanded programs, higher staffing levels, or increased costs.
- Decreases in certain expense categories could reflect cost-saving measures or program reductions.
- Expenses increased by $310,081 (2.48%) in 2024-25 when compared to 2023-24.

Change in Net Position:
The change in net position is the result of total revenues minus total expenses. This figure indicates whether the agency operated with a surplus or deficit for the year:

- An increase in net position suggests that revenues exceeded expenses, strengthening the agency's financial position.

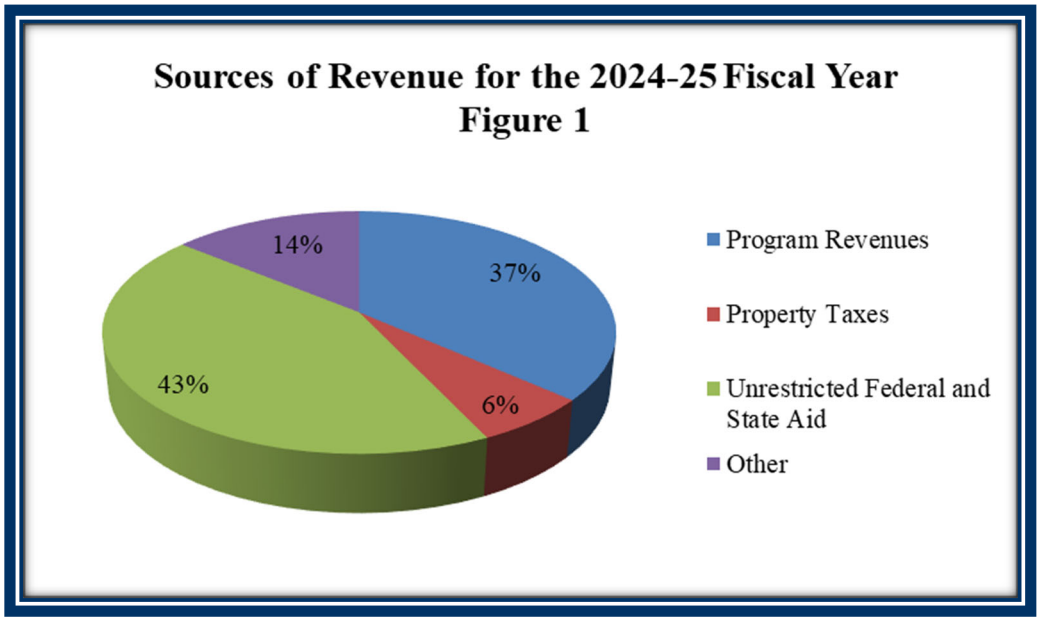
Conclusion:
The comparative statement of activities for 2024-25 shows how the agency's financial performance has changed year-over-year. By analyzing the main drivers of revenue and expense changes, management can better explain the factors influencing the agency's financial results and outlook.

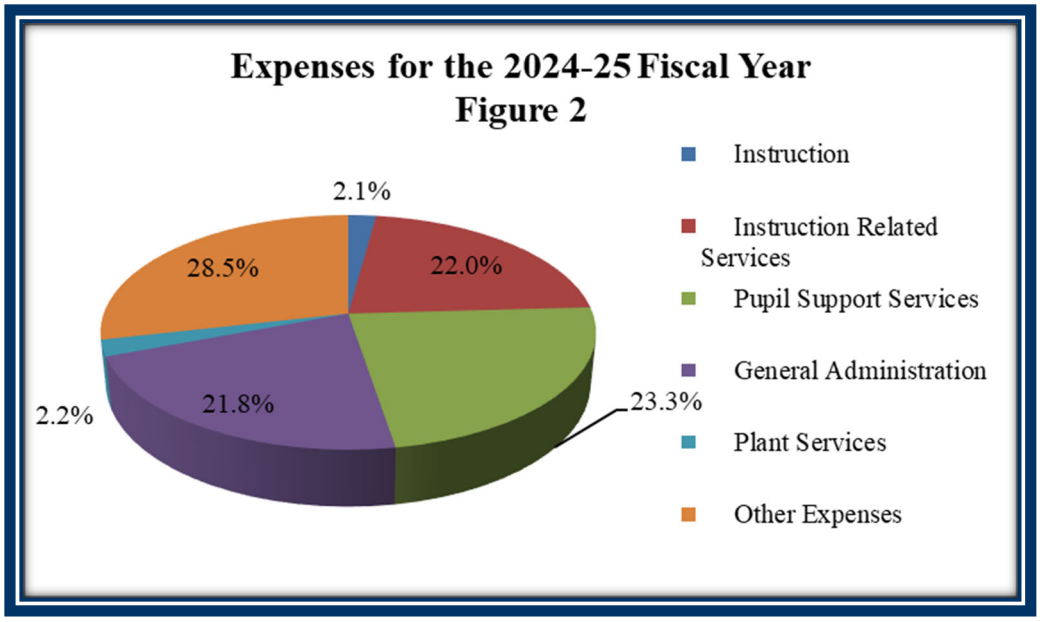
(Table 2)
Comparative Statement of Activities

	Governmental Activities			
	Year Ended 6/30/2025	Year Ended 6/30/2024	Change	% Change
Revenues				
Program revenues				
Charges for services	$ 210,825	$ 190,434	$ 20,391	10.71%
Operating grants and contributions	5,806,950	5,381,408	425,542	7.91%
General revenues				
Property taxes	1,052,341	741,191	311,150	41.98%
Federal and state aid not restricted	7,081,069	6,882,463	198,606	2.89%
Interest and investment earnings	369,503	527,139	(157,636)	-29.90%
Miscellaneous and other	1,944,918	1,286,924	657,994	51.13%
Total Revenues	16,465,606	15,009,559	1,456,047	9.70%
Expenses				
Instruction	272,173	197,867	74,306	37.55%
Instruction Related Services	2,822,585	2,082,302	740,283	35.55%
Pupil Support Services	2,984,824	2,629,499	355,325	13.51%
General Administration	2,801,477	2,413,841	387,636	16.06%
Plant Services	287,750	235,442	52,308	22.22%
Other Expenses	3,660,771	4,960,548	(1,299,777)	-26.20%
Total Expenses	12,829,580	12,519,499	310,081	2.48%
Increase (Decrease) in Net Position	3,636,026	2,490,060	1,145,966	46.02%
Net Position - Beginning Balance	4,684,041	2,193,981	2,490,060	113.50%
Net Position - Ending Balance	$ 8,320,067	$ 4,684,041	$ 3,636,026	77.63%

GOVERNMENTAL ACTIVITIES

As reported in the Statement of Activities, the cost of all of the County Office's governmental activities this year was $12,829,580. The amount that our local taxpayers financed for these activities through property taxes was $1,052,341. Federal and State aid not restricted to specific purposes totaled $7,081,069. Operating grants and contributions revenue was $5,806,950. Operating grants and unrestricted federal and state aid and covered 100% of the expenses of the entire County Office (See Figure 1).





FINANCIAL ANALYSIS OF THE FUND STATEMENTS

The fund financial statements focus on individual parts of the County Office's operations in more detail than the government-wide statements. The County Office's individual fund statements provide information on inflows and outflows and balances of spendable resources. The County Office's governmental funds reported a combined fund balance of $12,054,997, an increase of $3,968,883 from the previous fiscal year's combined ending balance of $8,086,114.

County School Services Fund Budgetary Highlights

Over the course of the year, the County Office revised the annual operating budget regularly. The significant budget adjustments fell into the following categories:

- Budget revisions to the adopted budget required after approval of the State budget.
- Budget revisions to update revenues to actual enrollment information and to update expenditures for staffing adjustments related to actual enrollments.
- Other budget revisions are routine in nature, including adjustments to categorical revenues and expenditures based on final awards, and adjustments between expenditure categories for school and department budgets.

The final revised budget for the County school services fund reflected an increase in ending fund balance of 56.46% over the originally budgeted ending fund balance. The most significant changes resulted from increases in revenues of approximately $4 million while expenses were budgeted to increase by approximately $1.1 million over the original budget.

The County Office ended the year with an increase of $2,989,446 to the county school services fund ending balance. The State recommends available reserves of 4% of total county school services fund expenditures and other financing uses of the county school services fund, or $88,000 whichever is greater.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

The County Office has a broad range of capital assets, including school buildings, administrative buildings, site improvements, and equipment. Table 3 demonstrates a comparative Schedule of Capital Assets.

(Table 3)
Comparative Schedule of Capital Assets
June 30, 2025 and 2024

	2025	2024	Net $ Change	Net % Change
Work in Progress	$ 129,381	$ 129,381	$ -	0.0%
Land Improvements	91,306	91,306	-	0.0%
Buildings & Improvements	430,865	430,865	-	0.0%
Equipment	784,996	641,090	143,906	22.4%
Less Accumulated Depreciation for				
Land Improvements	(84,831)	(83,536)	(1,295)	1.6%
Buildings & Improvements	(350,976)	(342,359)	(8,617)	2.5%
Equipment	(495,108)	(426,979)	(68,129)	16.0%
Total	$ 505,633	$ 439,768	$ 65,865	15.0%

Long-Term Debt

As of June 30, 2025, the County Office did not have any debt.

FACTORS BEARING ON THE COUNTY OFFICE'S FUTURE

The 2025-26 California enacted budget, and requisite trailer bills approved new and or augmented funding streams for transitional kindergarten add-on in the Local Control Funding Formula, the Student Support and Professional Development Discretionary Block Grant, the Learning Recovery Emergency Block Grant and additional appropriations for local education agencies (LEA) participating in the Expanded Learning Opportunities Program Tier 2.

Funded average daily attendance (ADA) has changed drastically in recent years as the Governor and Legislature provided additional relief to combat the significant declining enrollment. Those policies provided an off-ramp rather than a fiscal cliff, which ended last year. The 2024-25 fiscal year was the final year for LEAs to benefit from the positive impact of the 2021-22 hold harmless policies; however, moving forward, LEAs will continue to be able to claim ADA based on current-year, prior-year, or a three-year average, whichever is greater.

Beginning in 2025-26, LEAs are allowed to recover up to ten absences per year through the inaugural Attendance Recovery program. This program is available to LEAs serving classroom-based student populations and can be offered before and after school, as well as during weekends and intersessions.

Cash deferrals are back for a second consecutive year with $1.9 billion scheduled to be deferred from June 2026 to July 2026. Although state revenues are trending ahead of projections, it is still prudent to plan as if the deferrals will occur as planned.

Despite positive outlooks for school funding, costs of salaries, pensions, and other employee benefits continue to rise. The County Office is monitoring the budget closely to ensure all financial obligations are met and the County Office remains fiscally strong.

CONTACTING THE COUNTY OFFICE'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the County Office's finances and to show the County Office's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact the Chief Business Official at Trinity County Office of Education.

Basic Financial Statements

Trinity County Office of Education

Statement of Net Position
June 30, 2025

	Governmental Activities
Assets	
Cash and investments	$ 10,718,048
Accounts receivable	2,218,478
Prepaid expenses	1,400
Capital assets:	
Land improvements	91,306
Buildings & improvements	430,865
Equipment	784,996
Work in progress	129,381
Less accumulated depreciation	(930,915)
Total Assets	13,443,559
Deferred Outflows of Resources	$ 3,115,319
Liabilities	
Accounts payable	779,726
Unearned revenue	103,203
Long-term liabilities	
Due within one year	145,298
Due in more than one year	6,574,010
Total Liabilities	7,602,237
Deferred Inflows of Resources	$ 636,574
Net Position	
Net investment in capital assets	505,633
Restricted for:	
Educational programs	1,057,846
Other purposes (expendable)	1,380,264
Other purposes (nonexpendable)	1,550
Unrestricted	5,374,774
Total Net Position	$ 8,320,067

The accompanying notes to the financial statements are an integral part of this statement.

Trinity County Office of Education

Statement of Activities

For the Year Ended June 30, 2025

Functions	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Governmental Activities
Governmental Activities					
Instruction	$ 272,173	$ 28,077	$ 259,393	$ -	$ 15,297
Instruction-Related Services:					
Instructional Supervision and Administration	1,895,581	17,237	830,500	-	(1,047,844)
Instructional Library, Media and Technology	717,974	-	41,757	-	(676,217)
School Site Administration	209,030	-	59,586	-	(149,444)
Pupil Services:					
Home-to-School Transportation	9,223	-	-	-	(9,223)
All Other Pupil Services	2,975,601	144,377	1,678,642	-	(1,152,582)
General Administration:					
Centralized Data Processing	83,655	-	-	-	(83,655)
All Other General Administration	2,717,822	11,965	153,689	-	(2,552,168)
Plant Services	287,750	-	-	-	(287,750)
Ancillary Services	235,902	8,374	221,984	-	(5,544)
Transfers to Other Agencies	3,424,869	795	2,561,399	-	(862,675)
Total Governmental Activities	$ 12,829,580	$ 210,825	$ 5,806,950	$ -	(6,811,805)

General Revenues	
Taxes and Subventions:	
Property Taxes, Levied for General Purposes	$ 765,676
Property Taxes, Levied for Other Specific Purposes	286,665
Federal and State Aid Not Restricted for Specific Purposes	7,081,069
Interest and Investment Earnings	369,503
Interagency Revenues	811,008
Miscellaneous	1,133,910
Total General Revenues	10,447,831
Change in Net Position	3,636,026
Net Position - Beginning of Year	4,684,041
Net Position - Ending	$ 8,320,067

The accompanying notes to the financial statements are an integral part of this statement.

Trinity County Office of Education

Balance Sheet – Governmental Funds
June 30, 2025

	Major Governmental Funds				
	County School Services Fund	Special Education Pass-Through Fund	Child Development Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets					
Cash and investments	$ 9,758,712	$ 670,701	$ 165,663	$ 122,972	$ 10,718,048
Accounts receivable	1,599,947	531,483	85,060	1,988	2,218,478
Prepaid expenditures	1,400	-	-	-	1,400
Due from other funds	-	14,630	-	-	14,630
Total Assets	$ 11,360,059	$ 1,216,814	$ 250,723	$ 124,960	$ 12,952,556
Liabilities & Fund Balance					
Liabilities					
Accounts payable	$ 203,139	$ 468,630	$ 107,957	$ -	$ 779,726
Unearned revenue	10,000	-	93,203	-	103,203
Due to other funds	14,630	-	-	-	14,630
Total liabilities	227,769	468,630	201,160	-	897,559
Fund Balance					
Nonspendable	1,550	-	-	-	1,550
Restricted	1,669,499	748,184	10,771	9,656	2,438,110
Assigned	3,939,451	-	38,792	115,304	4,093,547
Unassigned	5,521,790	-	-	-	5,521,790
Total fund balance	11,132,290	748,184	49,563	124,960	12,054,997
				-	
Total Liabilities & Fund Balance	$ 11,360,059	$ 1,216,814	$ 250,723	$ 124,960	$ 12,952,556

Trinity County Office of Education

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2025

Total fund balances governmental funds:		$ 12,054,997
Amounts reported for assets, deferred outflows of resources, liabilities, and deferred inflows of resources for governmental activities in the statement of net position are different from amounts reported in governmental funds because:		
Capital outlay: In governmental funds, the costs of capital assets, lease assets, and subscription assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets, lease assets, and subscription assets are allocated over their estimated useful lives as depreciation expense or amortization expense. The difference between capital outlay expenditures and depreciation or amortization expense for the period is:		
Capital assets relating to governmental activities, at historical cost	1,436,548	
Accumulated depreciation	(930,915)	
Net		505,633
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:		
Net pension liability	6,337,237	
Net OPEB liability	297,745	
Compensated absences	84,326	
Total		(6,719,308)
Deferred outflows and inflows of resources relating to pensions: In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.		
Deferred outflows of resources relating to pensions	2,867,098	
Deferred inflows of resources relating to pensions	(578,663)	
Net		2,288,435

Deferred outflows and inflows of resources relating to other postemployment benefits (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 relating to OPEB	248,221	
Deferred inflows of resources relating to OPEB	(57,911)	
Net		190,310
Total net position governmental activities:		$ 8,320,067

Trinity County Office of Education

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds
For the Year Ended June 30, 2025

	Major Governmental Funds			Formerly Major Fund		
	County School Services Fund	Special Education Pass-Through Fund	Child Development Fund	Forest Reserve Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues						
State Apportionment	$ 4,701,886	$ -	$ -		$ -	$ 4,701,886
Education Protection Account	3,622	-	-		-	3,622
Property Taxes	765,676	286,665	-		-	1,052,341
Federal Revenue	231,003	415,269	212,273		103,621	962,166
Other State Revenue	4,573,188	1,682,256	401,002		100,670	6,757,116
Interest Income	353,774	6,871	8,846		5,548	375,039
Fair Market Value Adjustment	(3,833)	(1,983)	458		(178)	(5,536)
Other Local Revenue	2,744,053	-	15,821		-	2,759,874
Total Revenues	13,369,369	2,389,078	638,400		209,661	16,606,508
Expenditures						
Current Expenditures:						
Instruction	374,399	-	15,333		4,681	394,413
Instruction - Related Services	2,238,229	-	396,809		25,707	2,660,745
Pupil Services	2,866,053	-	-		-	2,866,053
Ancillary Services	227,647	-	-		-	227,647
General Administration	2,619,208	-	32,609		2,242	2,654,059
Plant Services	265,932	-	-		-	265,932
Transfers to School Districts	1,339,797	1,656,717	269,688		158,668	3,424,870
Capital Outlay	143,906	-	-		-	143,906
Total Expenditures	10,075,171	1,656,717	714,439		191,298	12,637,625
Excess (Deficiency) of Revenues Over Expenditures	3,294,198	732,361	(76,039)		18,363	3,968,883
Other Financing Sources (Uses)						
Transfers In	19,290	-	-		-	19,290
Transfers Out	-	-	-		(19,290)	(19,290)
Net Financing Sources (Uses)	19,290	-	-		(19,290)	-
Net Change in Fund Balance	3,313,488	732,361	(76,039)		(927)	3,968,883
Fund Balance - 7/1/2024, as previously stated	7,818,802	15,823	125,602	113,630	12,257	8,086,114
Change with financial reporting entity (major to nonmajor)	-	-	-	(113,630)	113,630	-
Fund Balance - 7/1/2024, as restated	7,818,802	15,823	125,602	-	125,887	8,086,114
Fund Balance, 6/30/2025	$ 11,132,290	$ 748,184	$ 49,563	$ -	$ 124,960	$ 12,054,997

The accompanying notes to the financial statements are an integral part of this statement.

Trinity County Office of Education

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities
For the Year Ended June 30, 2025

Total change in fund balances, governmental funds:		$ 3,968,883
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 and lease assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets and lease assets are allocated over their estimated useful lives as depreciation or amortization expense. The difference between capital outlay expenditures, depreciation expense and amortization expense for the period is:		
Expenditures for capital outlay	143,906	
Depreciation expense	(78,041)	
Net		65,865
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 amounts earned. The difference between compensated absences paid and compensated absences earned was:		(42,227)
Pensions: In governmental funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was:		(326,155)
Other postemployment benefits (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:		(30,340)
Change in net position of governmental activities:		$ 3,636,026

A. Summary of Significant Accounting Policies

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

1. Reporting Entity

The County Office operates under a locally elected Board of Trustees form of government and provides educational services to grades TK/K-12 as mandated by the state by supporting and overseeing school districts in Trinity County. 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 County Office consists of all funds, departments and agencies that are not legally separate from the County Office. For the County Office, this includes general operations, special revenue funds, capital projects funds, debt service funds, and student-related activities.

2. Component Units

Component units are legally separate organizations for which the County Office is financially accountable. Component units may also include organizations that are fiscally dependent on the County Office in that the County Office 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 County Office is not financially accountable but the nature and significance of the organization's relationship with the County Office is such that exclusion would cause the County Office's financial statements to be misleading or incomplete. The County Office has no component units. Additionally, the County Office is not a component unit of any other reporting entity as defined by GASB.

3. Basis of Presentation

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the County Office). 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 County Office'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 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 general revenues of the County Office.

Fund Financial Statements. The fund financial statements provide information about the County Office'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, child development programs, and pass-through governmental programs.

Major Governmental Funds

The County Office reports the following major governmental funds:

County School Services Fund: The County School Services Fund is the primary operating fund of the County Office. It is used to account for all activities except those that are required to be accounted for in another fund.

Special Education Pass-Though Fund: The Special Education Pass-Through Fund is used by the administrative unit of a multi local education agency (LEA) Special Education Local Plan Area (SELPA) to account for special education revenue passed through to other member LEAs.

Child Development Fund: The Child Development Fund is used to account separately for federal, state, and local revenues to operate child development programs.

Non-Major Governmental Funds

The County Office reports the following non-major governmental funds categorized by the fund type:

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 County Office maintains the following nonmajor special revenue funds:

Adult Education Fund. This fund is used to account separately for federal, state, and local revenues that are restricted or committed for adult education programs.

Forest Reserve Fund. This fund exists to account separately for federal forest reserve funds received by offices of county superintendents for distribution to school districts and community college districts (Education Code §2300; Government Code §29484).

4. Basis of Accounting – Measurement Focus

Government-Wide Financial Statements. The government-wide financial statements are reported using the economic resources measurement focus and 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. Nonexchange transactions, in which the County Office gives (or receives) value without directly receiving (or giving) equal value in exchange, include, grants, entitlements, and donations. Revenue from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements. The governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The County Office considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. Revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds from general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the County Office incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the County Office's policy to use restricted resources first, then unrestricted resources.

5. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid or at year end, whichever is sooner.

6. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the County Office's governing board must adopt a final budget no later than July 1st. A public hearing must be conducted to receive comments prior to adoption. The County Office's governing board has satisfied these requirements.

These budgets are revised by the County Office's governing board and district superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was used as a management control device during the year for all budgeted funds. The County Office employs budget control by minor object and by individual appropriation accounts.

7. Revenues and Expenses

   a. Revenues – Exchange and Non-Exchange

      Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current year or expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. Generally, available is defined as collectible within 60 days. However, to achieve comparability of reporting among California county offices and so as to not distort normal revenue patterns, with specific respect to reimbursement grants and corrections to State-aid apportionments, the California Department of Education has defined available for county offices as collectible within one year. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

      Non-exchange transactions are transactions in which the County Office receives value without directly giving equal value in return, including certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

   b. Expenses/Expenditures

      On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable, and typically paid within 90 days. Principal and interest on long-term obligations, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation and amortization, are not recognized in the governmental funds but are recognized in the government-wide financial statements.

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

   a. Deposits and Investments

      Cash balances held in banks and in revolving funds are insured to $250,000 by the Federal Depository Insurance Corporation (FDIC). All cash held by the financial institutions is fully insured or collateralized. For purposes of the statement of cash flows, highly liquid investments are considered to be cash equivalents if they have a maturity of three months or less when purchased.

In accordance with Education Code §41001, the County Office maintains substantially all its cash in the Trinity County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds, except for the Tax Override Funds, in which interest earned is credited to the County School Services Fund. Any investment losses are proportionately shared by all funds in the pool.

The county is authorized to deposit cash and invest excess funds by California Government Code §53648 et seq. The funds maintained by the county are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with Trinity County Treasury was not available.

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued using the first-in/first-out (FIFO) method and consist of expendable supplies held for consumption. Reported inventories are equally offset by a non-spendable fund balance designation, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

The County Office has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. the County Office has chosen to report the expenditures during the benefiting period.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated capital assets are recorded at their estimated fair value at the date of the donation. The County Office does not possess any infrastructure. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of $5,000 is used for facilities, $10,000 for equipment, and all vehicles are capitalized..

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

Asset Class	Estimated Useful Life
Buildings & Improvements	20 - 50 Years
Land Improvements	5 - 50 Years
Equipment	2 - 15 Years

d. Lease Assets & Lease Liabilities

A lease is defined as a contract that conveys control of the right to use another entity's nonfinancial asset (the underlying asset) as specified in the contract for a period of time in an exchange or exchange-like transaction. Examples of nonfinancial assets include buildings, land, vehicles and equipment. In accordance with GASB Statement 87, the County Office records lease assets and lease liabilities with a capitalization threshold of $5,000. Lease assets are amortized over the shorter of the useful life of the underlying asset (as defined in capital assets policy) or the lease term. Lease liabilities are reduced as principal payments on the lease are made.

e. Subscription Assets & Subscription Liabilities

A subscription based information technology arrangement (SBITA) is a contract that conveys control of the right to use another party's information technology software, alone or in combination with tangible capital assets, as specified in the contract for a period of time in an exchange or exchange-like transaction. SBITAs result in a subscription asset and subscription liability on the date of inception in accordance with GASB Statement 96 which are recorded at present value using an imputed interest rate based on the best available borrowing rate for the County Office in the year of inception. The County Office has established a capitalization threshold for subscription assets and liabilities of $5,000. The subscription assets are amortized over the subscription term. The subscription liabilities are reduced as principal payments on the agreements are paid.

f. Compensated Absences

Employees of the County Office are granted vacation, sick leave, and other types of compensated absences in accordance with County Office policy and labor agreements. Compensated absences are absences for which employees will be paid, such as vacation, sick leave, and certain types of sabbatical leave when agreed upon in contracts or labor agreements. Under the County Office's policies, vacation leave and sick leave may be carried forward from year to year, subject to limits established by policy.

A liability for compensated absences is recognized when earned by employees if (a) the leave is attributable to services already rendered, (b) the leave accumulates and may be carried forward to future periods, and (c) it is more likely than not that the leave will be used for time off or otherwise paid in cash or settled through noncash means, as required by GASB Statement No. 101. The County Office evaluates the likelihood of leave utilization based on a historic look back period of five years and applies a last-in-first-out (LIFO) flows assumption for use of accrued balances.

Based on this analysis, the County Office has determined that none of the accumulated sick leave are more likely than not to be used or paid. Accordingly, no liability for sick leave is recognized in the financial statements. Vacation liability has been determined to be more likely than not to be used or otherwise paid in cash and has therefore been included in compensated absences liability.

In accordance with GASB Statement No. 101, unused sick leave that, upon retirement, is converted to provide or enhance a defined benefit pension is excluded from the compensated absences liability. The value of such converted leave is instead included in the measurement of the County Office's net pension liability in accordance with applicable GASB standards.

In governmental funds, only the portion of the liability that is expected to be liquidated with expendable available financial resources is reported as a fund liability; the remainder is reported in the government-wide financial statements.

g. Unearned Revenue

Unearned revenue represents amounts received in advance of the period in which the County Office is legally entitled to the resources. In the governmental funds, unearned revenue is reported as a liability until the underlying revenue recognition criteria have been met. Typical sources of unearned revenue include advance payments for services and grant proceeds received before all eligibility requirements have been satisfied.

h. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers in and transfers out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

i. Fund Balances – Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid items) or legally required to remain intact (such as revolving cash accounts or principal of a permanent fund).

Restricted Fund Balance represents amounts that are subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations, or may be imposed by law through constitutional provisions or enabling legislation.

Committed Fund Balance represents amounts that can only be used for a specific purpose because of a formal action by the County Office's governing board. Committed amounts cannot be used for any other purpose unless the governing board removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the governing board. Commitments are typically done through adoption and amendment of the budget or resolution. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance represents amounts which the County Office intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the governing board or by an official or body to which the governing board delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service, or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the County School Services Fund convey that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the County Office itself.

Unassigned Fund Balance represents amounts which are unconstrained in that they may be spent for any purpose. Only the County School Services Fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the County Office considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the County Office considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

j. Minimum Fund Balance Policy

The County Office has adopted a policy to maintain a minimum economic uncertainty reserve of at least 10% of the total County School Services Fund expenditures. The reserve may be increased from time to time in order to address specific anticipated revenue or cash flow shortfalls. If the fund balance drops below 10%, it shall be recovered at a rate of 1% minimally each year. The primary purpose of this reserve is to avoid the need for service level reductions in the event of an economic downturn. The County Office 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. Because amounts in the nonspendable, restricted, committed, and assigned categories are subject to varying constraints in use, the Reserve for Economic Uncertainties consists of balances that are otherwise unassigned.

k. GASB 54 Fund Presentation

GASB Statement No. 54 defines a special revenue fund as a fund that has a special revenue source that is either restricted or committed to the financing of particular activities, that compose a substantial portion of the inflows of the fund, and that are reasonably expected to continue. The Deferred Maintenance Fund (Fund 14), Special Reserve Fund for Other Than Capital Outlay (Fund 17), and the Special Reserve Fund for Postemployment Benefits (Fund 20) do not have continuing revenue sources that are either restricted or committed in nature. As such these funds do not meet the definition of special revenue funds under the provisions of GASB Statement No. 54. These funds have been combined with the County School Services Fund for reporting purposes.

l. Deferred Inflows and Deferred Outflows of Resources

Deferred outflows of resources is a consumption of net position that is applicable to a future reporting period. Deferred inflows of resources is an acquisition of net position that is applicable to a future reporting period. Deferred outflows of resources and deferred inflows of resources are recorded in accordance with GASB Statement numbers 63 and 65.

9. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources relating to pension, deferred inflows of resources relating to pension, pension expense, information about the fiduciary net position of the CalPERS Schools Pool Cost-Sharing Multiple-Employer Plan (CalPERS Plan) and CalSTRS Schools Pool Cost-Sharing Multiple Employer Plan (CalSTRS Plan), and additions to/deductions from the CalPERS Plan and CalSTRS Plan fiduciary net positions have been determined on the same basis as they are reported by the CalPERS Financial Office and CalSTRS Financial Office. For this purpose, benefit payments (including refunds of employee contributions) are recognized when currently due and payable in accordance with the benefit terms. Investments are reported at fair value.

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

Plan	Valuation Date	Measurement Date	Measurement Period
CalSTRS	June 30, 2023	June 30, 2024	July 1, 2023 to June 30, 2024
CalPERS	June 30, 2023	June 30, 2024	July 1, 2023 to June 30, 2024

10. 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:

Plan	Valuation Date	Measurement Date	Measurement Period
Retiree Healthcare Plan	June 30, 2025	June 30, 2025	July 1, 2024 to June 30, 2025
Medicare Premium Plan (MPP)	June 30, 2023	June 30, 2024	July 1, 2023 to June 30, 2024

11. Use of 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.

12. Fair Value Measurements

The County Office categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles as defined by Governmental Accounting Standards Board (GASB) Statement No. 72. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. The hierarchy is detailed as follows:

Level 1 Inputs:	Quoted prices (unadjusted) in active markets for identical assets or liabilities that a government can access at the measurement date.
Level 2 Inputs:	Inputs other than quoted prices included within Level 1 that are observable for an asset or liability, either directly or indirectly.
Level 3 Inputs:	Unobservable inputs to an asset or liability.

13. New Accounting Pronouncements

The County Office has adopted accounting policies compliant with new pronouncements issued by the Government Accounting Standards Board (GASB) that are effective for the fiscal year ended June 30, 2025. Those newly implemented pronouncements are as follows:

Description	Date Issued
GASB Statement No. 99 *Omnibus 2022* (Portions related to financial guarantees and derivative instruments)	Apr-22
GASB Statement No. 100 *Accounting Changes and Error Corrections* (Amendment of GASB Statement No. 62)	Jun-22
GASB Statement No. 101 *Compensated Absences*	Jun-22
GASB Statement No. 102 *Certain Risk Disclosures*	Dec-23
GASB Implementation Guide No. 2023-1 *Implementation Guidance Update 2023*	Jun-23
GASB Implementation Guide No. 2025-1 *Implementation Guidance Update 2025* (Question 4.16 ONLY)	Jun-25

The adoption of GASB Statement No. 99, GASB Statement No. 101, GASB Statement No. 102, GASB Implementation Guide No. 2023-1 and GASB Implementation Guide No. 2025-1 did not have a material impact on the County Office's financial position, results of operations, or disclosures in the financial statements.

The adoption of GASB Statement No. 100 resulted in enhanced note disclosures and financial statement presentation but did not result in a material change to the County Office's financial position.

14. Accounting Changes and Error Corrections

Effective for the fiscal year ended June 30, 2025, the County Office implemented GASB Statement No. 100, *Accounting Changes and Error Corrections*. GASB 100 requires that changes to or within the financial reporting entity, including changes in fund classification, be reported by adjusting the beginning balances of the affected funds as if the change occurred at the start of the reporting period. The statement also requires enhanced disclosures regarding accounting changes and error corrections.

Error Corrections

No error corrections were identified or recorded during the fiscal year ended June 30, 2025.

Change in Fund Classification

During the year, the County Office's Forest Reserve Fund, previously reported as a major governmental fund, no longer met the quantitative criteria for major fund classification and is now reported as a nonmajor governmental fund. This change has been accounted for by adjusting the beginning fund balance of the Forest Reserve Fund and the aggregate nonmajor governmental funds as of July 1, 2024. The change in classification did not result from a change in the nature of the fund's activities, but solely from the application of the major fund criteria in accordance with GASB Statement No. 34, as amended. The fund reclassification had no effect on total net position but resulted in the following change in fund presentation on the financial statements:

	Forest Reserve Fund	Nonmajor Governmental Funds
Prior Year Audit Report Ending Fund Balance	$ 113,630	$ 12,257
Adjustments for:		
GASB 34 Major Fund Classification Change	(113,630)	113,630
Total Adjustments	(113,630)	113,630
Beginning Fund Balance, As Restated	$ -	$ 125,887

B. Compliance and Accountability

1. Finance Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures", violations of finance-related legal and contractual provisions, if any are reported below, along with actions taken to address such violations:

Violation	Action Taken
None Reported	Not Applicable

2. Deficit Fund Balance or Fund Net Position of Individual Funds

The following funds are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits:

Fund Name	Deficit Amount	Remarks
None	Not Applicable	Not Applicable

C. Fair Value Measurements

The County Office's investments at June 30, 2025, categorized within the fair value hierarchy established by generally accepted accounting principles, were as follows:

		Fair Value Measurement Using		
	Amount	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
External investment pools measured at fair value				
Trinity County Treasury	$ 10,717,898	$ -	$ 10,717,898	$ -
Total external investment pools	$ 10,717,898	$ -	$ 10,717,898	$ -

The County Office is considered to be an involuntary participant in an external investment pool as the County Office is required to deposit all receipts and collections of monies with their County Treasurer (Education Code §41001). The fair value of the County Office's investments in the pool is reported in the accounting financial statements as amounts based upon the County Office's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of the portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

The Trinity County Treasury is not registered with the Securities and Exchange Commission (SEC) as an investment company; however, the County Treasury acts in accordance with investment policies monitored by a Treasury Oversight Committee consisting of members appointed by participants in the investment pool and up to five members of the public having expertise, or an academic background in, public finance. In addition, the County Treasury is audited annually by an independent auditor.

D. Cash and Cash Equivalents

As of June 30, 2025 the County Office held the following cash and cash equivalents:

	County School Services Fund	Special Education Pass-Through Fund	Child Development Fund	Nonmajor Governmental Funds	Total
Cash In County Treasury	$ 9,790,468	$ 672,894	$ 166,204	$ 123,375	$ 10,752,941
Fair Market Value Adjustment	(31,906)	(2,193)	(541)	(403)	(35,043)
Cash In Revolving Fund	150	-	-	-	150
Total Cash and Cash Equivalents	$ 9,758,712	$ 670,701	$ 165,663	$ 122,972	$ 10,718,048

1. Cash in County Treasury

In accordance with Education Code §41001, the County Office maintains substantially all of its cash in the Trinity County Treasury as part of the common investment pool ($10,752,941 as of June 30, 2025). The fair value of the County Office's portion of this pool as of that date, as provided by the pool sponsor, was $10,717,898. Assumptions made in determining the fair value of the pooled investment portfolios are available from the County Treasurer.

2. Cash in Revolving Fund

Cash balances in revolving fund ($150 as of June 30, 2025) are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC).

3. Investments Authorized by the California Government Code and the County Office's Investment Policy

The table below identifies the investment types that are authorized for the County Office by the California Government Code (or the County Office's investment policy, where more restrictive). The table also identifies certain provisions of the California Government Code (or the County Office's investment policy where more restrictive) that address interest rate risk, credit risk, and concentration of credit risk. This table does not address investments of debt proceeds held by bond trustee that are governed by the provisions of debt agreements of the County Office, rather than the general provisions of the California Government Code or the County Office's investment policy.

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	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

4. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the County Office was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The county treasury is restricted by Government Code §53635 pursuant to §53601 to invest only in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The ratings of securities by nationally recognized rating agencies are designed to give an indication of risk.

At June 30, 2025, credit risk for the County Office's investments was as follows:

Investment Type	Rating	Rating Agency	Amount
County Treasurer's Investment Pool	Unrated	Not Applicable	$ 10,717,898

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the County Office's name. The California Government Code and the County Office's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provision for deposits: The California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agencies. California law also allows financial institutions to secure deposits by pledging first trust deed mortgage notes having a value of 150% of the secured public deposits.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the County Office's name.

At June 30, 2025, the County Office did not have any cash balances in excess of the FDIC insurance limitations.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. The investment policy of the County Office contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government Code. Investments in any one issuer that represent five percent or more of the total investments are either an external investment pool and are therefore exempt. As such, the County Office was not exposed to concentration of credit risk.

d. Interest Rate Risk

This is the risk that changes in 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 County Office maintains pooled investments with the Trinity County Treasury with a fair value of $10,717,898. The average weighted maturity for this pool was 205 days at June 30, 2025.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the County Office was not exposed to foreign currency risk.

5. Investment Accounting Policy

The County Office is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The County Office's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The County Office's investments in external investment pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is a 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission (SEC) as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

E. Accounts Receivable

There are no significant receivables which are not scheduled for collection within one year of year end. Accounts receivable balances as of June 30, 2025, consisted of:

	County School Services Fund	Special Education Pass-Through Fund	Child Development Fund	Nonmajor Governmental Funds	Total
Federal Government:					
Special Education IDEA	$ 128,630	$ 415,269	$ -	$ -	$ 543,899
ESSA School Improvement	20,904	-	-	-	20,904
Homeless Children & Youth	22,029	-	-	-	22,029
Other Federal Programs	19,824	-	52,590	420	72,834
State Government:					
LCFF State Aid	539,297	-	-	-	539,297
Special Education	-	113,564	-	-	113,564
Classified Summer Assistance	51,471	-	-	-	51,471
Foster Youth	49,994	-	-	-	49,994
After School Program	94,257	-	-	-	94,257
Mental Health	130,570	-	-	-	130,570
California Office of Emergency Services	43,181	-	-	-	43,181
Other State Programs	54,524	-	30,614	-	85,138
Local Sources					
Interest	105,901	2,650	1,856	1,568	111,975
Robotics	80,139	-	-	-	80,139
CalHOPE	29,819	-	-	-	29,819
Community Schools Partnership	60,000	-	-	-	60,000
Other Local Sources	169,407	-	-	-	169,407
Total Accounts Receivable	$ 1,599,947	$ 531,483	$ 85,060	$ 1,988	$ 2,218,478

F. Interfund Balances & Activities

1. Due To and From Other Funds

As of June 30, 2025, the County Office the following interfund payables or receivables:

Interfund Receivable (Due From Other Funds)	Interfund Payable (Due To Other Funds)	Amount	Purpose
Special Education Fund	County School Services Fund	$ 14,630	Revenue correction

2. Transfers To and From Other Funds

Transfers to and from other funds at June 30, 2025, consisted of the following:

Transfers In	Transfers Out	Amount	Purpose
County School Services Fund	Forest Reserve Fund	$ 19,290	Revenue transfer

G. Capital Assets

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

Governmental activities:	Beginning Balances	Increases	Decreases	Ending Balances
Capital assets not being depreciated:				
Work in progress	$ 129,381	$ -	$ -	$ 129,381
Total capital assets not being depreciated	129,381	-	-	129,381
Capital assets being depreciated:				
Land improvements	91,306	-	-	91,306
Buildings and improvements	430,865	-	-	430,865
Equipment	641,090	143,906	-	784,996
Total capital assets being depreciated	1,163,261	143,906	-	1,307,167
Less accumulated depreciation for:				
Land improvements	(83,536)	(1,295)	-	(84,831)
Buildings and improvements	(342,359)	(8,617)	-	(350,976)
Equipment	(426,979)	(68,129)	-	(495,108)
Total accumulated depreciation	(852,874)	(78,041)	-	(930,915)
Total Capital Assets, Net	$ 439,768	$ 65,865	$ -	$ 505,633

Depreciation was charged to functions as follows:

General Administration	$ 68,129
Plant Services	9,912
Total	$ 78,041

H. Accounts Payable

Accounts payable balances as of June 30, 2025, consisted of:

	County School Services Fund	Special Education Pass-Through Fund	Child Development Fund	Total
Vendors Payable	$ 192,236	$ -	$ 107,957	$ 300,193
Apportionment Repayment	10,903	468,630	-	479,533
Total Accounts Payable	$ 203,139	$ 468,630	$ 107,957	$ 779,726

I. Short Term Debt Activity

The County Office accounts for short-term debts for maintenance purposes through the County School Services Fund. The proceeds from loans are shown in the financial statements as other financing sources. During the year ended June 30, 2025, the County Office did not enter into any short-term debt agreements.

J. Unearned Revenue

Unearned revenue balances as of June 30, 2025, consisted of:

	County School Services Fund	Child Development Fund	Total
State Programs			
Tobacco Use Prevention	$ 10,000	$ -	$ 10,000
Early Education Program	-	28,879	28,879
Universal Prekindergarten	-	64,324	64,324
Total Unearned Revenue	$ 10,000	$ 93,203	$ 103,203

K. Fund Balance Classifications of the Governmental Funds

Ending fund balance classifications of the governmental funds for the year ended June 30, 2025 consisted of:

	County School Services Fund	Special Education Pass-Through Fund	Child Development Fund	Nonmajor Governmental Funds	Total
Nonspendable Fund Balance					
Revolving Cash	$ 150	$ -	$ -	$ -	$ 150
Prepaid Expenses	1,400	-	-	-	1,400
Total Nonspendable Fund Balance	1,550	-	-	-	1,550
Restricted Fund Balance					
Educational Programs	289,235	748,184	10,771	9,656	1,057,846
Other Purposes	1,380,264	-	-	-	1,380,264
Total Restricted Fund Balance	1,669,499	748,184	10,771	9,656	2,438,110
Assigned Fund Balance					
Deferred Maintenance	705,466	-	-	-	705,466
Educational Programs	3,013,449	-	38,792	115,304	3,167,545
Other Postemployment Benefits	220,536	-	-	-	220,536
Total Assigned Fund Balance	3,939,451	-	38,792	115,304	4,093,547
Unassigned Fund Balance					
For Economic Uncertanties	1,007,517	-	-	-	1,007,517
Other Unassigned	4,514,273	-	-	-	4,514,273
Total Unassigned Fund Balance	5,521,790	-	-	-	5,521,790
Total Fund Balance	$ 11,132,290	$ 748,184	$ 49,563	$ 124,960	$ 12,054,997

L. Long Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended June 30, 2025, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
Governmental Activities:					
Net Pension Liability*	$ 7,123,486	$ -	$ 786,249	$ 6,337,237	$ -
Total OPEB Liability*	128,605	169,140	-	297,745	60,972
Compensated Absences*	42,099	42,227	-	84,326	84,326
Total Governmental Activities	$ 7,294,190	$ 211,367	$ 786,249	$ 6,719,308	$ 145,298

*Other long-term liabilities

- Payments for compensated absences are made from the county school services fund, adult education fund, and child development fund.
- Payments for pension contributions are made from the county school services fund, adult education fund, and child development fund.
- Payments for OPEB contributions are made from the county school services fund, adult education fund, and child development fund.

M. Pension Plans

1. General Information about the Pension Plans

   a. Plan Descriptions

   Qualified employees are covered under multiple-employer defined benefit pension 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). Benefit provisions under the Plans are established by State statute and Local Government resolution. Support by the State for the CalSTRS plan is such that the plan has a special funding situation as defined by GASB Statement No. 68. CalSTRS and CalPERS issue publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on their respective websites.

   b. Benefits Paid

   CalSTRS and CalPERS provide service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at 62 for normal benefits or at age 55 with statutorily reduced benefits. Employees hired prior to January 1, 2013 are eligible to retire at age 60 for normal benefits or at age 55 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. All members are eligible for death benefits after one year of total service.

   The Plan's provisions and benefits in effect at June 30, 2025 are summarized as follows:

	CalSTRS	
	Before	After
Hire Date	Jan. 1, 2013	Jan. 1, 2013
Benefit Formula	2% at 60	2% at 62**
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly for Life
Retirement Age	55 - 60	55 - 62
Monthly Benefits as a % of Eligible Compensation	1.1 - 2.4%*	1.0 - 2.4%*
Required Employee Contribution Rates (2024-25)	10.250%	10.205%
Required Employer Contribution Rates (2024-25)	19.100%	19.100%
Required State Contribution Rates (2024-25)	10.828%	10.828%

*Amounts are limited to 120% of Social Security Wage Base.
**The contribution rate for CalSTRS 2% at 62 members is based, in part, on the normal cost of benefits and may increase or decrease in future years.

	CalPERS	
Hire Date	Before Jan. 1, 2013	After Jan. 1, 2013
Benefit Formula	2% at 60	2% at 62**
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly for Life
Retirement Age	50 - 62	52 - 67
Monthly Benefits as a % of Eligible Compensation	1.1 - 2.5%*	1.0 - 2.5%*
Required Employee Contribution Rates (2024-25)	7.000%	8.000%
Required Employer Contribution Rates (2024-25)	27.050%	27.050%

*Amounts are limited to 120% of Social Security Wage Base
**The rate imposed on CalPERS 2% at 62 members is based on the normal cost of benefits.

c. Contributions

CalSTRS

For the fiscal year ended June 30, 2025, California Education Code §22950 requires members to contribute monthly to the system 10.205% (if hired on or after January 1, 2013) or 10.25% (if hired before January 1, 2013) of the creditable compensation upon which members' contributions under this part are based. In addition, the employer required rates established by the CalSTRS board have been established at 19.10% of creditable compensation for the fiscal year ended June 30, 2025. The CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary. Those adjustments are limited to 1% annually, not to exceed 20.25% of creditable compensation.

CalPERS

California Public Employees' Retirement Law §20814(c) requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of the employees. For the fiscal year ended June 30, 2025, the employee contribution rate was 7.00% for employees hired prior to January 1, 2013 and 8.00% for employees hired on or after January 1, 2013, and the employer contribution rate was 27.05% of covered payroll.

On Behalf Payments

Consistent with California Education Code §22955.1, the State of California makes contributions to CalSTRS on behalf of employees working for the County Office. For the fiscal year ended June 30, 2025 the State contributed 10.828% of salaries creditable to CalSTRS. Consistent with the requirements of generally accepted accounting principles, the County Office has recorded these contributions as revenue and expense in the fund financial statements (current financial resources measurement focus). The government-wide financial statements have recorded revenue and expense for pension expense paid on behalf of the County Office (economic resources measurement focus). Contributions reported for on behalf payments are based on the County Office's proportionate share of the States contribution for the fiscal year. Contributions made by the state on behalf of the County Office and the State's pension expense associated with County Office employees for the past three fiscal years are as follows:

	CalSTRS		
Year Ended June 30,	On Behalf Contribution Rate	On Behalf Contribution Amount	On Behalf Pension Expense
2023	10.828%	$ 128,354	$ 391,130
2024	10.828%	126,476	(40,330)
2025	10.828%	112,973	(18,788)

d. Contributions Recognized

For the fiscal year ended June 30, 2025 (measurement period June 30, 2024), the contributions recognized for each plan were:

	Governmental Fund Financial Statements (Current Financial Resources Measurement Focus)		
Governmental Funds	CalSTRS	CalPERS	Total
Contributions - Employer	$ 253,901	$ 858,899	$ 1,112,800
Contributions - State On Behalf Payments	122,113	-	122,113
Total Governmental Funds	$ 376,014	$ 858,899	$ 1,234,913

	Government-Wide Financial Statements (Economic Resources Measurement Focus)		
	CalSTRS	CalPERS	Total
Governmental Activities			
Contributions - Employer	$ 246,196	$ 739,113	$ 985,309
Contributions - State On Behalf Payments	112,973	-	112,973
Total Governmental Activities	$ 359,169	$ 739,113	$ 1,098,282

2. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2024 (measurement date) the County Office reported net pension liabilities for its proportionate share of the net pension liability of each plan as follows:

	Governmental Activities
CalSTRS	$ 1,317,724
CalPERS	5,019,513
Total	$ 6,337,237

The County Office's net pension liability for each Plan is measured as the proportionate share of the total net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2024. The total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2023 rolled forward to measurement date June 30, 2024 using standard update procedures. The County Office's proportion of the net pension liability was based on a projection of the County Office's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, as actuarially determined.

The County Office's proportionate share of the net pension liability for each Plan as of June 30, 2024 and June 30, 2025 were as follows:

	CalSTRS			CalPERS
	County Office's Proportionate Share	State's Proportionate Share for County Office Employees*	Total for County Office Employees	County Office's Proportionate Share
Governmental Activities				
Proportion June 30, 2024	0.002316%	0.001101%	0.003417%	0.014806%
Proportion June 30, 2025	0.001962%	0.000900%	0.002862%	0.014045%
Change in Proportion	-0.000354%	-0.000201%	-0.000555%	-0.000761%

*Represents State's Proportionate Share on behalf of District employees.

a. Pension Expense

	Governmental Activities		
	CalSTRS	CalPERS	Total
Change in Net Pension Liability	$ (446,158)	$ (340,094)	$ (786,252)
State On Behalf Pension Expense	(18,788)	-	(18,788)
Employer Contributions	253,901	858,899	1,112,800
Change in Deferrals for:			
Experience Differences	(47,143)	(271,616)	(318,759)
Changes in Assumptions	4,445	135,967	140,412
Changes in Proportionate Share	311,213	681,921	993,134
Subsequent Contributions	(11,934)	(80,799)	(92,733)
Earnings Differences	12,847	377,503	390,350
Total Pension Expense	$ 58,383	$ 1,361,781	$ 1,420,164

b. Deferred Outflows and Inflows of Resources

At June 30, 2025, the County Office reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources		
	CalSTRS	CalPERS	Total
Governmental Activities			
Subsequent Contributions	$ 253,901	$ 858,899	$ 1,112,800
Experience Differences	149,070	420,812	569,882
Changes in Assumptions	5,768	110,948	116,716
Changes in Proportionate Share	411,459	461,261	872,720
Earnings Differences	-	194,980	194,980
Total Deferred Outflows of Resources	$ 820,198	$ 2,046,900	$ 2,867,098

	Deferred Inflows of Resources		
	CalSTRS	CalPERS	Total
Governmental Activities			
Experience Differences	$ (57,660)	$ (35,925)	$ (93,585)
Changes in Proportionate Share	(239,209)	(240,484)	(479,693)
Earnings Differences	(5,385)	-	(5,385)
Total Deferred Inflows of Resources	$ (302,254)	$ (276,409)	$ (578,663)

Pension contributions made subsequent to the measurement date reported as deferred outflows of resources will be recognized as a portion of pension expense in the year ended June 30, 2026. The remaining amounts reported as deferred outflows or deferred inflows of resources will be recognized as an increase or decrease to pension expense over a multi-year period based on the requirements in GASB Statement No. 68.

Pension expense resulting from deferred outflows and deferred inflows of resources will be recognized as follows:

Governmental Activities

Year Ended June 30,	Deferred Outflows of Resources CalSTRS	Deferred Outflows of Resources CalPERS	Deferred Inflows of Resources CalSTRS	Deferred Inflows of Resources CalPERS	Net Effect on Expenses
2026	$ 389,160	$ 1,400,679	$ (150,261)	$ (118,851)	$ 1,520,727
2027	126,449	658,818	49,675	(82,926)	752,016
2028	115,460	49,096	(62,683)	(74,632)	27,241
2029	109,445	(61,693)	(59,248)	-	(11,496)
2030	71,151	-	(39,868)	-	31,283
Thereafter	8,533	-	(39,869)	-	(31,336)
Total	$ 820,198	$ 2,046,900	$ (302,254)	$ (276,409)	$ 2,288,435

c. Actuarial Assumptions

Total pension liabilities for the fiscal year ended June 30, 2025, were based on actuarial valuations determined using the following actuarial assumptions:

	CalSTRS	CalPERS
Fiscal Year	6/30/2025	6/30/2025
Measurement Date	6/30/2024	6/30/2024
Valuation Date	6/30/2023	6/30/2023
Actuarial Cost Method	Entry Age Normal	Entry Age Normal
Experience Study Period	2007 - 2022	2000 - 2019
Actuarial Assumptions:		
Discount Rate	7.10%	6.90%
Inflation	2.75%	2.30%
Wage Growth	3.50%	Varies[3]
Payroll Growth	3.25%	Varies[3]
Investment Rate of Return	7.10%	6.90%
Post Retirement Benefit Increase	2.00% Simple [1]	2.00% - 2.30%[4]
Mortality	CalSTRS Data[2]	CalPERS Data[5]

(1) CalSTRS post-retirement benefit increases assumed at 2% simple (annually) maintaining 85% purchasing power level.

(2) CalSTRS base mortality tables are custom tables derived to best fit the patterns of mortality among CalSTRS members. The projection scale was set to equal 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table issued by the Society of Actuaries.

(3) Varies by entry age and service.

(4) CalPERS post retirement benefit increases assumes 2.00% until PPPA floor on purchasing power applies, 2.50% thereafter.

(5) CalPERS mortality table was developed based on CalPERS specific data. The table includes 15 years of mortality improvement using the Society of Actuaries 90% of scale MP-2016. For more details on this table, please refer to the December 2021 experience study report (based on CalPERS demographic data from 2000 to 2019) that can be found on the CalPERS website.

d. Discount Rate

The discount rate used to measure the total pension liability was 7.10% for CalSTRS and 6.90% for CalPERS. The projection of cash flows used to determine the discount rates assumed the contributions from the plan members, employers, and state contributing agencies (where applicable) will be made at statutory contribution rates. To determine whether the County Office bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current discount rates are adequate, and the use of the discount bond rate calculations is not necessary for either plan. The stress test results are presented in detailed reports that can be obtained from CalPERS and CalSTRS respective websites.

The CalPERS discount rate increased from 7.50% to 7.65% at measurement date June 30, 2015 (Fiscal year June 30, 2016) to correct for an adjustment to exclude administrative expenses. Subsequently CalPERS discount rate decreased from 7.65% to 7.15% at measurement date June 30, 2017 (Fiscal year June 30, 2018) to adjust for changes resulting from actuarially determined amounts. Finally, the CalPERS discount rate decreased from 7.15% to 6.90% at measurement date June 30, 2022 (Fiscal year June 30, 2023) resulting from a new actuarial experience study completed.

The CalSTRS discount rate was adjusted from 7.60% to 7.10% for measurement date June 30, 2017 (Fiscal year June 30, 2018) to adjust for changes resulting from a new actuarial experience study.

According to Paragraph 30 of GASB Statement No. 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. The investment return assumption used in the accounting valuation is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. Using this lower discount rate has resulted in slightly higher total pension liability and net pension liability. CalSTRS and CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

CalSTRS and CalPERS are scheduled to review actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle. CalSTRS completed their ALM November 2019 with new policies in effect on July 1, 2021. CalPERS completed their ALM in 2021 with new policies in effect on July 1, 2022. Both CalSTRS and CalPERS conduct new ALM's every 4 years.

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, CalSTRS and CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and long-term (11-60 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 rounded down to the nearest quarter of one percent.

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

CalSTRS

Asset Class	Assumed Asset Allocation	Long-Term Expected Rate of Return[1]	Long-Term Expected Real Rate of Return[2]
Public Equity	38.00%	8.00%	5.25%
Real Estate	15.00%	6.80%	4.05%
Private Equity	14.00%	9.50%	6.75%
Fixed Income	14.00%	5.20%	2.45%
Risk Mitigation Strategies	10.00%	5.00%	2.25%
Inflation Sensitive	7.00%	6.40%	3.65%
Cash/Liquid	2.00%	2.80%	0.05%

[1] 20 to 30 year geometric average.

[2] Real rates of return are net of assumed 2.75% inflation

CalPERS

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return[3],[4]
Global Equity - cap weighted	30.00%	4.54%
Global Equity - non-cap weighted	12.00%	3.84%
Private Equity	13.00%	7.28%
Treasury	5.00%	0.27%
Mortgage-Backed Securities	5.00%	0.50%
Investment Grade Corporates	10.00%	1.56%
High Yield	5.00%	2.27%
Emerging Market Debt	5.00%	2.48%
Private Debt	5.00%	3.57%
Real Assets	15.00%	3.21%
Leverage	-5.00%	-0.59%

[3] An expected price inflation of 2.30% used for this period.

[4] Figures are based on the 2021-22 Asset Liability Management Study.

e. Sensitivity to Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following represents the County Office's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the County Office's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	CalSTRS	CalPERS
1% Decrease	6.10%	5.90%
Net Pension Liability	$ 2,343,825	$ 7,456,531
Current Discount Rate	7.10%	6.90%
Net Pension Liability	$ 1,317,724	$ 5,019,513
1% Increase	8.10%	7.90%
Net Pension Liability	$ 460,913	$ 3,006,345

3. Total Pension Liability, Pension Plan Fiduciary Net Position and Net Pension Liability

CalSTRS Governmental Activities

	Increase (Decrease)				
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)	State's Share of Net Pension Liability (c)	County Office's Share of Net Pension Liability (a) - (b) - (c)
Balance at June 30, 2024 (Previously Reported)	$ 13,431,543	$ 10,829,132	$ 2,602,411	$ 838,529	$ 1,763,882
Changes for the year					
Change in proportionate share	(2,181,594)	(1,758,902)	(422,692)	(153,083)	(269,609)
Service cost	249,166	-	249,166	78,354	170,812
Interest	797,239	-	797,239	250,704	546,535
Experience differences	87,148	-	87,148	27,405	59,743
Change in assumptions	(153,146)	-	(153,146)	(48,159)	(104,987)
Change in benefits	944	-	944	297	647
Contributions:					
Employer	-	245,715	(245,715)	(77,269)	(168,446)
Employee	-	135,516	(135,516)	(42,615)	(92,901)
State on behalf	-	112,934	(112,934)	(35,514)	(77,420)
Net investment income	-	749,071	(749,071)	(235,557)	(513,514)
Other income	-	11,190	(11,190)	(3,519)	(7,671)
Benefit payments[(1)]	(549,161)	(549,161)	-	-	-
Administrative expenses	-	(5,810)	5,810	1,827	3,983
Borrowing costs	-	(9,530)	9,530	2,997	6,533
Other expenses	-	(200)	200	63	137
Net changes	(1,749,404)	(1,069,177)	(680,227)	(234,069)	(446,158)
Balance at June 30, 2025	$ 11,682,139	$ 9,759,955	$ 1,922,184	$ 604,460	$ 1,317,724

(1) – Includes refunds of employee contributions

CalPERS Governmental Activities

	Increase (Decrease)		
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)
Balance at June 30, 2024 (Previously Reported)	$ 17,843,236	$ 12,483,629	$ 5,359,607
Changes for the year			
Change in proportionate share	(917,108)	(641,635)	(275,473)
Service cost	435,277	-	435,277
Interest	1,182,143	-	1,182,143
Experience differences	406,860	-	406,860
Contributions:			
Employer	-	754,056	(754,056)
Employee	-	215,474	(215,474)
Net investment income	-	1,129,171	(1,129,171)
Benefit payments[(1)]	(836,227)	(836,227)	-
Administrative expenses	-	(9,800)	9,800
Net changes	270,945	611,039	(340,094)
Balance at June 30, 2025	$ 18,114,181	$ 13,094,668	$ 5,019,513

(1) – Includes refunds of employee contributions

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalSTRS and CalPERS financial reports available on their respective websites.

N. Postemployment Benefits Other Than Pension Benefits

The County Office provides postemployment health care benefits for retired employees in accordance with negotiated early retirement incentives. Additionally, the County Office provides the Medicare Premium Payment (MPP) Program for certain eligible employees who retired prior to July 1, 2012. OPEB liability and OPEB expense for the fiscal year ended June 30, 2025 were as follows:

OPEB Plan	Total/Net OPEB Liability	OPEB Expense
Retiree Health Plan	$ 290,114	$ 37,031
Medicare Premium Payment (MPP) Program	7,631	(384)
Total	$ 297,745	$ 36,647

Retiree Health Plan

Plan Administration

The County Office's governing board administers the Retiree Health Plan (the Plan). The Plan is a single-employer defined benefit plan that is used to provide postemployment benefits other than pensions (OPEB) for eligible retirees and their spouses. No assets are accumulated in a trust that meets the criteria in Paragraph 4 of GASB Statement No. 75.

Plan Membership

At June 30, 2025, the valuation date, the Plan membership consisted of the following:

Inactive plan members or beneficiaries currently receiving benefits	4
Inactive plan members entitled to but not yet receiving benefits	0
Active plan members	46
Total	50

Benefit Payments

The benefit payment requirements of the Plan members and the County Office are established and may be amended by the County Office. The benefit payment is based on projected pay-as-you-go financing requirements as determined annually through the agreements with the County Office and the retirees. For the measurement period of June 30, 2025, the County Office had 4 members receiving benefits and made payments of $60,972.

Benefits Provided

The Plan provides medical insurance benefits to eligible retirees. Benefits are provided through a third-party insurer, and the full cost of benefits is covered by the Plan. The County Office's governing board has the authority to establish and amend the benefit terms as contained within the negotiated labor agreements. The following describes benefits and eligibility:

	Certificated & Certificated Management	*Classified & Classified Management*
Benefit types provided	Medical, dental, & vision	Medical, dental, & vision
Duration of benefits	To age 65	To age 65
Required service	20 years	Retiring age 50-54: 20 years Retiring age 55-64: 15 years
Minimum age	55	50
Dependent coverage	Yes	Yes
County Office Contribution %	50% of the District cap	Retiring age 50-54: 35% of the District cap Retiring age 55-64: 40% of the District cap
County Office Cap	Active Cap	Active Cap

Total OPEB Liability of the Retiree Health Plan

The County Office's total OPEB liability of the Retiree Health Plan of $290,114, was measured as of June 30, 2025, and the total OPEB liability was determined by an actuarial valuation as of June 30, 2025.

Actuarial Assumptions and Other Inputs

The total OPEB liability in the June 30, 2025 measurement was determined using the following assumptions, applied to all periods included in the measurement, unless otherwise specified:

Economic assumptions:	
Inflation	2.50% per annum
Salary increases	2.75% per annum, in aggregate
Discount rate	5.20%
Healthcare cost trend rates	4.00%
Participation rate	100%
Retiree's share of costs	0.00%

The discount rate was based on the Bond Buyer 20 Bond Index

Mortality assumptions were based on the 2020 CalSTRS Mortality tables and the 2021 CalPERS Mortality Tables for Miscellaneous and Schools Employees.

Retirement Rates were based on the 2020 CalSTRS Retirement Rates Tables and the 2021 CalPERS Retirement Rates Tables for School Employees.

Changes in the Total OPEB Liability Retiree Health Plan

	Total OPEB Liability
Balance June 30, 2024	$ 119,966
Service cost	13,959
Interest	4,877
Benefit payments	(5,683)
Experience differences	170,242
Changes in assumptions	(13,247)
Net change	170,148
Balance June 30, 2025	$ 290,114

Sensitivity of the Total OPEB Liability to Change in the Discount Rate

The following presents the total OPEB liability of the Retiree Health Plan, as well as what the County Office's total OPEB liability for the Retiree Health Plan would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

	1% Decrease (4.20%)	Valuation Discount Rate (5.20%)	1% Increase (6.20%)
Total OPEB Liability	$ 300,445	$ 290,114	$ 280,513

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the Retiree Health Plan, as well as what the County Office's total OPEB liability of the Retiree Health Plan would be if it were calculated using healthcare cost trend rates that are one percent lower or higher than the current healthcare cost trend rates:

	1% Decrease (3.00%)	Healthcare Cost Trends Rate (4.00%)	1% Increase (5.00%)
Total OPEB Liability	$ 275,470	$ 290,114	$ 307,316

Deferred Outflows and Deferred Inflows of Resources Related to OPEB

At June 30, 2025 the County Office reported deferred outflows and deferred inflows of resources related to OPEB for the following:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Experience Differences	$ 247,021	$ 1,711
Changes of Assumptions	1,200	56,200
Total	$ 248,221	$ 57,911

Amounts reported as deferred outflows and deferred inflows of resources related to OPEB will impact OPEB expense under the following amortization schedule:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources	Net Effect on OPEB Expense
2026	$ 26,442	$ (7,663)	$ 18,779
2027	25,242	(6,683)	18,559
2028	25,242	(6,683)	18,559
2029	25,242	(6,683)	18,559
2030	25,242	(6,683)	18,559
Thereafter	120,811	(23,516)	97,295
Total	$ 248,221	$ (57,911)	$ 190,310

Medicare Premium Payment (MPP) Program

Plan Description

The Medicare Premium Payment (MPP) Program is administered by the California State Teachers' Retirement System (CalSTRS). The MPP Program is a cost-sharing multiple-employer other postemployment benefit plan (OPEB) established pursuant to Chapter 1032, Statutes 2000 (SB 1435). CalSTRS administers the MPP Program through the Teachers' Health Benefits Fund (THBF).

A full description of the MPP Program regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2021, annual actuarial valuation report, Medicare Premium Payment Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The MPP Program pays Medicare Part A premiums and Medicare Parts A and B late enrollment surcharges for eligible members of the State Teachers Retirement Plan (STRP) Defined Benefit (DB) Program who were retired or began receiving a disability allowance prior to July 1, 2012 and were not eligible for premium free Medicare Part A. The payments are made directly to the Centers for Medicare and Medicaid Services (CMS) on a monthly basis.

The MPP Program is closed to new entrants as members who retire after July 1, 2012 are not eligible for coverage under the MPP Program.

The MPP Program is funded on a pay-as-you go basis from a portion of monthly County Office benefit payments. In accordance with California Education Code Section 25930, contributions that would otherwise be credited to the DB Program each month are instead credited to the MPP Program to fund monthly program and administrative costs. Total redirections to the MPP Program are monitored to ensure that total incurred costs do not exceed the amount initially identified as the cost of the program.

Net OPEB Liability

As of June 30, 2025 the County Office reported net OPEB liabilities for its proportionate share of the net OPEB liability of the MPP Program as follows:

	Total OPEB Liability	Plan Fiduciary Net Position	Net OPEB Liability
Balance June 30, 2024	$ 8,557	$ (82)	$ 8,639
Changes for Year			
Change in proportionate share	48	-	48
Interest	302	-	302
Experience differences	(484)	-	(484)
Changes of assumptions	(208)	-	(208)
Benefit payments	(661)	(661)	-
Contributions - employer	-	675	(675)
Net investment income	-	2	(2)
Administrative & other expenses	-	(11)	11
Net change	(1,003)	5	(1,008)
Balance June 30, 2025	$ 7,554	$ (77)	$ 7,631

The County Office's net OPEB liability for the MPP Program is measured as the proportionate share of the total net OPEB liability. The net OPEB liability of the MPP Program is measured as of June 30, 2024. The net OPEB liability for the MPP Program used to calculate the net OPEB liability was determined by an actuarial valuation as of June 30, 2023 rolled forward to measurement date June 30, 2024 using standard update procedures. The County Office's proportion of the net OPEB liability was based on a projection of the County Office's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating employers, as actuarially determined.

The County Office's proportionate share of the net OPEB liability for the MPP Program as of June 30, 2024 and June 30, 2025 were as follows:

	Proportionate Share
June 30, 2024	0.002847%
June 30, 2025	0.002863%
Change in Proportionate Share	0.000016%

The County Office reported $(140) in OPEB expense associated with the MPP Program.

Assumptions

The June 30, 2024 (measurement date) net OPEB liability was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2023, and rolling forward the net OPEB liability to June 30, 2024, using the assumptions listed in the following table:

Reporting Date	6/30/2025
Measurement Date	6/30/2024
Valuation Date	6/30/2023
Experience Study	2007 - 2022
Actuarial Cost Method	Entry Age Normal
Investment Rate of Return	3.93%
Medicare Part A Cost Trend Rate	5.00%
Medicare Part B Cost Trend Rate	6.50%

For the valuation as of June 30, 2023, CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table, issued by the Society of Actuaries.

Assumptions were made about future participation (enrollment) into the MPP Program because CalSTRS is unable to determine which members not currently participating meet all eligibility criteria for enrollment in the future. Assumed enrollment rates were derived based on past experience and are stratified by age with the probability of enrollment diminishing as the members' age increases. This estimated enrollment rate was then applied to the population of members who may meet criteria necessary for eligibility and are not currently enrolled in the MPP Program. Based on this, the estimated number of future enrollments used in the financial reporting valuation was 154 or an average of 0.12% of the potentially eligible population (132,333).

Discount Rate

The MPP Program is funded on a pay-as-you-go basis with contributions generally being made at the same time and in the same amount as benefit payments and expenses coming due. Any funds within the MPP Program as of June 30, 2024 measurement date, were to manage differences between estimated and actual amounts to be paid and were invested in the Surplus Money Investment Fund (SMIF), which is a pooled investment program administered by the California State Treasurer.

As the MPP Program is funded on a pay-as-you-go basis, the OPEB plan's fiduciary net position was not projected to be sufficient to make projected future benefit payments. Therefore, the MPP Program used the Bond Buyer's 20-Bond GO Index from Bondbuyer.com as of June 30, 2024 measurement date, as the discount rate, which was applied to all periods of projected benefit payments to measure the net OPEB liability. The discount rate as of June 30, 2024 measurement date, was 3.93%, which is an increase of 0.28% from 3.65% as of June 30, 2023 measurement date.

Sensitivity of the net OPEB liability to changes in the discount rate

Presented below is the net OPEB liability of employers using the current discount rate as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1% lower or 1% higher than the current rate:

	1% Decrease	Discount Rate	1% Increase
	2.93%	3.93%	4.93%
Net OPEB Liability	$ 8,234	$ 7,631	$ 7,101

Sensitivity of the net OPEB liability to changes in the cost trends rate

Presented below is the net OPEB liability of employers using the current Medicare costs trend rates, as well as what the net OPEB liability would be if it were calculated using Medicare costs trend rates that are 1% lower and 1% higher than the current rate:

	1% Decrease	Cost Trends Rate	1% Increase
	4.00% Part A 5.50% Part B	5.00% Part A 6.50% Part B	6.00% Part A 7.50% Part B
Net OPEB Liability	$ 7,070	$ 7,631	$ 8,258

O. Risk Management

The County Office is exposed to risk of losses due to:

- Torts,
- Theft of, damage to, or destruction of assets,
- Business interruption,
- Errors or omissions,
- Job related illness or injuries to employees,
- Natural disasters,
- Other risks associated with public entity risk pools

Risk management is the process of managing the County Office's activities to minimize the adverse effects of these risks. The main element of risk management are risk control (to minimize the losses that strike an organization) and risk financing (to obtain finances to provide for or restore the economic damages of those losses). Risk financing techniques include risk retention, risk transfer to and from an insurer, and risk transfer to a non-insurer.

The County Office has implemented the risk financing technique of risk transfer to an insurer. the County Office has purchased property & liability insurance as well as workers compensation insurance to cover any losses resulting from the risks identified above.

There have been no significant changes in property and liability or workers compensation coverage during the current fiscal year.

P. Participation in Joint Powers Authorities

The County Office is a member of the Northern California Schools Insurance Group and the Shasta-Trinity Schools Insurance Group, for the operation of a common risk management and insurance program for property and liability coverage, workers compensation, health insurance, dental, and vision benefits. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. There have been no significant reductions in insurance coverage from coverage in the prior year.

This entity has budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, fund transactions between the entity and the County Office are included in these statements. Audited financial statements are available from the respective organizations.

Q. Commitments and Contingencies

1. State and Federal Allowances, Awards, and Grants

   The County Office has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

2. Litigation

   The County Office is periodically involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the County Office as of June 30, 2025.

3. Construction Commitments

   As of June 30, 2025, the County Office had one capital project for a dental van expected to cost $129,381 to complete the project.

R. Deferred Outflows of Resources

In accordance with GASB Statement No. 68 & 71, the contributions to the pension plans subsequent to measurement date are recorded as deferred outflows of resources. In addition, the statements prescribe certain items that must be recorded as deferred outflows of resources which have been recorded accordingly.

In accordance with GASB Statement No. 75, the County Office has recorded deferred outflows of resources for OPEB related items as prescribed by the statement.

Description	Balance July 1, 2024	Additions/ Adjustments	Amortization	Balance June 30, 2025
Pension Related				
CalSTRS	$ 913,991	$ 41,466	$ 135,259	$ 820,198
CalPERS	2,695,783	120,646	769,529	2,046,900
OPEB Related	104,656	170,242	26,677	248,221
Total Deferred Outflows	$ 3,714,430	$ 332,354	$ 931,465	$ 3,115,319

Future amortization of deferred outflows of resources is as follows:

Year Ended June 30,	Pension Related	OPEB Related	Total
2026	$ 1,789,839	$ 26,442	$ 1,816,281
2027	785,267	25,242	810,509
2028	164,556	25,242	189,798
2029	47,752	25,242	72,994
2030	71,151	25,242	96,393
Thereafter	8,533	120,811	129,344
Total	$ 2,867,098	$ 248,221	$ 3,115,319

S. Deferred Inflows of Resources

In accordance with GASB Statement No. 68 & 71, items as outlined in the GASB pronouncement have been recorded as deferred inflows of resources.

In accordance with GASB Statement No. 75, the County Office has recorded deferred inflows of resources for OPEB related items as prescribed by the statement.

A summary of the deferred inflows of resources as of June 30, 2025 is as follows:

Description	Balance July 1, 2024	Additions/ Adjustments	Amortization	Balance June 30, 2025
Pension Related				
CalSTRS	$ 126,619	$ 331,789	$ 156,154	$ 302,254
CalPERS	82,316	319,179	125,086	276,409
OPEB Related	53,146	13,247	8,482	57,911
Total Deferred Inflows	$ 262,081	$ 664,215	$ 289,722	$ 636,574

Future amortization of deferred inflows is as follows:

Year Ended June 30,	Pension Related	OPEB Related	Total
2026	$ 269,112	$ 7,663	$ 276,775
2027	33,251	6,683	39,934
2028	137,315	6,683	143,998
2029	59,248	6,683	65,931
2030	39,868	6,683	46,551
Thereafter	39,869	23,516	63,385
Total	$ 578,663	$ 57,911	$ 636,574

T. Concentration Risk for Collective Bargaining Agreements

As of June 30, 2025, the County Office is party to collective bargaining agreements with its certificated and classified employee groups. The agreements in effect cover a substantial portion of the County Office's workforce and contain the following relevant provisions:

- The agreement with the California School Employees' Association (CSEA) is effective from July 1, 2025, through June 30, 2028. This agreement includes a no-strike clause, prohibiting strikes, work stoppages, slow-downs, and similar actions during the term of the agreement. Either party may reopen negotiations annually by providing written notice by April 1, and the Superintendent retains the right to amend or rescind provisions in the event of an emergency (e.g., natural disaster, war, or other serious occurrence beyond the County Office's control).

- The agreement with the certificated bargaining unit (Trinity County Teachers Association) is effective from July 1, 2025, through June 30, 2028. The agreement provides for structured renegotiation procedures, including timelines for submitting proposals for successor agreements or reopeners. The agreement contains a savings clause, ensuring that if any provision is found unlawful, the remainder of the agreement remains in effect. There are no explicit strike or work stoppage provisions, but robust grievance and arbitration procedures are included.

The County Office's exposure to risk from these agreements is mitigated by the no-strike clause in the CSEA agreement and the structured dispute resolution procedures in both agreements. However, the annual renegotiation rights and emergency provisions introduce some uncertainty regarding future terms and conditions. Management monitors these risks and maintains contingency plans to address potential labor disruptions or changes in agreement terms.

U. Upcoming Accounting Guidance

The Governmental Accounting Standards Board (GASB) issues pronouncements and additional guidance for governmental agencies to establish consistent accounting across all governments in the United States. The following table represents items that have been issued by GASB that will become effective in future periods:

Description	Date Issued	Year Effective
GASB Statement No. 103 *Financial Reporting Model Improvements*	Apr-24	2025-26
GASB Statement No. 104 *Disclosure of Certain Capital Assets*	Sep-24	2025-26
GASB Implementation Guide No. 2025-1 *Implementation Guidance Update 2025* (Except Question 4.16)	Jun-25	2025-26

The effects of the upcoming guidance and pronouncements on the County Office's financial statements has not yet been determined.

Required Supplementary Information

Trinity County Office of Education

Budgetary Comparison Schedule – County School Services Fund

For the Year Ended June 30, 2025

	Budgeted Amounts		Variance Original to Final Budget Positive/ (Negative)	Actual	Variance to Final Budget Positive (Negative)
	Original	Final			
Revenues					
LCFF Sources					
State Apportionment	$ 4,282,819	$ 4,954,955	$ 672,136	$ 4,701,886	$ (253,069)
Education Protection Account	2,848	4,132	1,284	3,622	(510)
Property Taxes	443,733	460,165	16,432	765,676	305,511
Federal Revenue	151,932	210,835	58,903	231,003	20,168
Other State Revenue	2,544,332	4,630,281	2,085,949	4,573,188	(57,093)
Interest Income	75,000	75,000	-	199,520	124,520
Fair Market Value Adjustment	-	-	-	(6,023)	(6,023)
Other Local Revenue	1,270,325	2,521,262	1,250,937	2,744,044	222,782
Total Revenues	8,770,989	12,856,630	4,085,641	13,212,916	356,286
Expenditures					
Current Expenditures:					
Certificated Salaries	1,509,999	1,536,660	(26,661)	1,558,660	(22,000)
Classified Salaries	2,673,635	2,815,035	(141,400)	2,768,817	46,218
Employee Benefits	1,992,375	2,016,448	(24,073)	2,081,836	(65,388)
Books and Supplies	420,407	629,144	(208,737)	313,177	315,967
Services and Other Operating	1,586,252	2,251,529	(665,277)	1,869,686	381,843
Other Outgo	1,176,760	1,233,819	(57,059)	1,339,797	(105,978)
Direct Support/Indirect Costs	(16,607)	(28,436)	11,829	(34,851)	6,415
Capital Outlay	209,486	274,286	(64,800)	143,906	130,380
Total Expenditures	9,552,307	10,728,485	(1,176,178)	10,041,028	687,457
Excess (Deficiency) of Revenues Over Expenditures	(781,318)	2,128,145	2,909,463	3,171,888	1,043,743
Other Financing Sources (Uses)					
Transfers In	49,744	49,744	-	342,483	292,739
Transfers Out	(500,000)	(500,000)	-	(524,925)	(24,925)
Total Other Financing Souces (Uses)	(450,256)	(450,256)	-	(182,442)	267,814
Net Change in Fund Balance	(1,231,574)	1,677,889	2,909,463	2,989,446	1,311,557
Fund Balance - Beginning of Year	4,203,394	4,203,394	-	4,203,394	-
Fund Balance - End of Year	$ 2,971,820	$ 5,881,283	$ 2,909,463	$ 7,192,840	$ 1,311,557

See Accompanying Notes to Required Supplementary Information

Trinity County Office of Education

Budgetary Comparison Schedule – Special Education Pass Through Fund

For the Year Ended June 30, 2025

	Budgeted Amounts		Variance Original to Final Budget Positive/ (Negative)	Actual	Variance to Final Budget Positive (Negative)
	Original	Final			
Revenues					
LCFF Sources					
Property Taxes	$ 230,601	$ 272,035	$ 41,434	$ 286,665	$ 14,630
Federal Revenue	456,812	458,900	2,088	415,269	(43,631)
Other State Revenue	1,399,313	1,730,868	331,555	1,682,256	(48,612)
Interest Income	500	11,118	10,618	6,871	(4,247)
Fair Market Value Adjustment	-	-	-	(1,983)	(1,983)
Total Revenues	2,087,226	2,472,921	385,695	2,389,078	(83,843)
Expenditures					
Current Expenditures:					
Other Outgo	2,086,726	2,193,989	(107,263)	1,656,717	537,272
Total Expenditures	2,086,726	2,193,989	(107,263)	1,656,717	537,272
Net Change in Fund Balance	500	278,932	278,432	732,361	453,429
Fund Balance - Beginning of Year	15,823	15,823	-	15,823	-
Fund Balance - End of Year	$ 16,323	$ 294,755	$ 278,432	$ 748,184	$ 453,429

See Accompanying Notes to Required Supplementary Information

Trinity County Office of Education

Budgetary Comparison Schedule – Child Development Fund

For the Year Ended June 30, 2025

	Budgeted Amounts		Variance Original to Final Budget Positive/ (Negative)	Actual	Variance to Final Budget Positive (Negative)
	Original	Final			
Revenues					
Federal Revenue	$ 174,056	$ 227,871	$ 53,815	$ 212,273	$ (15,598)
Other State Revenue	395,087	488,600	93,513	401,002	(87,598)
Interest Income	1,200	8,476	7,276	8,846	370
Fair Market Value Adjustment	-	-	-	458	458
Other Local Revenue	-	12,742	12,742	15,821	3,079
Total Revenues	570,343	737,689	167,346	638,400	(99,289)
Expenditures					
Current Expenditures:					
Certificated Salaries	31,944	51,439	(19,495)	51,442	(3)
Classified Salaries	126,974	161,513	(34,539)	159,939	1,574
Employee Benefits	72,472	95,767	(23,295)	91,699	4,068
Books and Supplies	26,467	46,665	(20,198)	21,122	25,543
Services and Other Operating	76,183	99,311	(23,128)	87,940	11,371
Other Outgo	220,496	267,065	(46,569)	269,688	(2,623)
Direct Support/Indirect Costs	14,607	26,186	(11,579)	32,609	(6,423)
Total Expenditures	569,143	747,946	(178,803)	714,439	33,507
Net Change in Fund Balance	1,200	(10,257)	(11,457)	(76,039)	(65,782)
Fund Balance - Beginning of Year	125,602	125,602	-	125,602	-
Fund Balance - End of Year	$ 126,802	$ 115,345	$ (11,457)	$ 49,563	$ (65,782)

Trinity County Office of Education

Schedule of the County Office's Proportionate Share of the Net Pension Liability - CalSTRS

Last Ten Fiscal Years

	Fiscal Year									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
County Office's proportion of the net pension liability (asset)	0.001962%	0.002316%	0.001800%	0.001500%	0.001500%	0.001400%	0.001300%	0.016000%	0.001900%	0.001800%
County Office's proportionate share of the net pension liability	$ 1,317,724	$ 1,763,881	$ 1,283,778	$ 687,990	$ 1,419,027	$ 1,261,973	$ 1,215,182	$ 1,493,799	$ 1,545,042	$ 1,190,087
State's proportionate share of the net pension liability (asset) associated with the County	604,460	838,531	642,911	346,170	731,509	688,490	695,748	833,719	879,565	629,425
Total	$ 1,922,184	$ 2,602,412	$ 1,926,689	$ 1,034,160	$ 2,150,536	$ 1,950,463	$ 1,910,930	$ 2,327,518	$ 2,424,607	$ 1,819,512
County Office's covered payroll*	1,288,984	1,392,414	1,096,058	819,480	805,018	761,161	716,625	867,194	957,512	831,655
County Office's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	102.23%	126.68%	117.13%	83.95%	176.27%	165.80%	169.57%	172.26%	161.36%	143.10%
Plan fiduciary net position as a percentage of the total pension liability	83.55%	80.62%	81.00%	87.00%	72.00%	73.00%	71.00%	69.00%	70.00%	74.00%

*Covered payroll on this schedule is based on measurement date, as such covered payroll represented for each fiscal year is the covered payroll from the prior year as identified on the schedule of contributions.

Trinity County Office of Education

Schedule of the County Office's Contributions - CalSTRS

Last Ten Fiscal Years

	Fiscal Year									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
Contractually required contribution	$ 253,901	$ 246,196	$ 265,951	$ 227,005	$ 132,346	$ 137,658	$ 123,917	$ 103,409	$ 109,093	$ 102,741
Contributions in relation to the contractually required contribution	(253,901)	(246,196)	(265,951)	(227,005)	(132,346)	(137,658)	(123,917)	(103,409)	(109,093)	(102,741)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
County Office's covered payroll*	$ 1,329,325	$ 1,288,984	$ 1,392,414	$ 1,096,058	$ 819,480	$ 805,018	$ 761,161	$ 716,625	$ 867,194	$ 957,512
Contributions as a percentage of covered payroll	19.10%	19.10%	19.10%	20.71%	16.15%	17.10%	16.28%	14.43%	12.58%	10.73%

*Covered payroll on this schedule is based on the fiscal year.

Trinity County Office of Education

Schedule of the County Office's Proportionate Share of the Net Pension Liability – CalPERS
Last Ten Fiscal Years

	Fiscal Year									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
County Office's proportion of the net pension liability (asset)	0.014045%	0.014806%	0.012500%	0.012200%	0.013000%	0.011700%	0.010400%	0.009700%	0.009100%	0.009000%
County Office's proportionate share of the net pension liability	$ 5,019,513	$ 5,359,605	$ 4,288,698	$ 2,489,678	$ 3,978,373	$ 3,399,427	$ 2,783,715	$ 2,306,933	$ 1,797,836	$ 1,329,872
County Office's covered payroll*	$ 2,770,289	$ 2,563,067	$ 1,907,935	$ 1,645,019	$ 1,708,027	$ 1,509,633	$ 1,371,322	$ 1,231,920	$ 1,092,082	$ 996,143
County Office's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	181.19%	209.11%	224.78%	151.35%	232.92%	225.18%	202.99%	187.26%	164.62%	133.50%
Plan fiduciary net position as a percentage of the total pension liability	72.29%	69.96%	70.00%	81.00%	70.00%	70.00%	71.00%	72.00%	74.00%	79.00%

*Covered payroll on this schedule is based on measurement date, as such covered payroll represented for each fiscal year is the covered payroll from the prior year as identified on the schedule of contributions.

Trinity County Office of Education

Schedule of the County Office's Contributions - CalPERS

Last Ten Fiscal Years

	Fiscal Year									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
Contractually required contribution	$ 858,899	$ 739,113	$ 650,250	$ 437,108	$ 340,519	$ 336,840	$ 272,670	$ 212,980	$ 171,089	$ 129,379
Contributions in relation to the contractually required contribution	(858,899)	(739,113)	(650,250)	(437,108)	(340,519)	(336,840)	(272,670)	(212,980)	(171,089)	(129,379)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
County Office's covered payroll*	$ 3,175,227	$ 2,770,289	$ 2,563,067	$ 1,907,935	$ 1,645,019	$ 1,708,027	$ 1,509,633	$ 1,371,322	$ 1,231,920	$ 1,092,082
Contributions as a percentage of covered payroll	27.050%	26.680%	25.370%	22.910%	20.700%	19.721%	18.062%	15.531%	13.888%	11.847%

*Covered payroll on this schedule is based on the fiscal year.

Trinity County Office of Education

Schedule of Changes in the County Office's Total OPEB Liability and Related Ratios – TCOE Retiree Health Plan
Last Ten Fiscal Years*

	Fiscal Year									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
Total OPEB liability:										
Service cost	$ 13,959	$ 14,122	$ 10,765	$ 12,847	$ 4,870	$ 4,728	$ 3,598	$ 3,684	N/A	N/A
Interest	4,877	4,682	5,377	3,952	2,021	3,008	3,842	4,125	N/A	N/A
Experience differences	170,242	-	(959)	-	150,605	(6,842)	(5,772)	536	N/A	N/A
Changes of assumptions	(13,247)	(2,783)	(5,362)	(11,705)	(49,612)	8,400	1,675	(1,702)	N/A	N/A
Benefit payments	(5,683)	(34,526)	(35,718)	(34,526)	(7,060)	(8,924)	(17,074)	(21,862)	N/A	N/A
Net change in total OPEB liability	170,148	(18,505)	(25,897)	(29,432)	100,824	370	(13,731)	$ (15,219)	N/A	N/A
Total OPEB liability - beginning	119,966	138,471	164,368	193,800	92,976	92,606	106,337	$ 121,556	N/A	N/A
Total OPEB liability - ending	$ 290,114	$ 119,966	$ 138,471	$ 164,368	$ 193,800	$ 92,976	$ 92,606	$ 106,337	N/A	N/A
Covered payroll**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Net OPEB liability as a percentage of covered payroll	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Covered payroll is not applicable because benefits are not based on salaries.

Trinity County Office of Education

Schedule of the District's Proportionate Share of the Net OPEB Liability – MPP Program
Last Ten Fiscal Years*

	Fiscal Year									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
County Office's proportion of the net OPEB liability (asset)	0.002863%	0.002847%	0.002800%	0.002300%	0.002600%	0.002500%	0.002400%	0.002900%	N/A	N/A
County Office's proportionate share of the net OPEB liability	$ 7,631	$ 8,639	$ 9,134	$ 9,064	$ 10,813	$ 9,205	$ 9,084	$ 12,303	N/A	N/A
County Office's covered payroll**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
County Office's proportionate share of the net OPEB liability (asset) as a percentage of its covered payroll	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Plan fiduciary net position as a percentage of the total pension liability	-1.02%	-0.96%	-0.94%	-0.80%	-0.71%	-0.81%	-0.40%	0.01%	N/A	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**As of June 30, 2012, active members are no longer eligible for future enrollment in the MPP Program; therefore, the covered payroll disclosure is not applicable.

Trinity County Office of Education

Schedule of the District's Contributions – MPP Program

Last Ten Fiscal Years*

	Fiscal Year									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
Actuarial determined contributions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	N/A	N/A
Contributions in relation to the contractually required contribution	675	735	730	613	614	608	587	749	N/A	N/A
Contribution deficiency (excess)	$ (675)	$ (735)	$ (730)	$ (613)	$ (614)	$ (608)	$ (587)	$ (749)	N/A	N/A
County Office's covered payroll**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Contributions as a percentage of covered payroll	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**As of June 30, 2012, active members are no longer eligible for future enrollment in the MPP Program; therefore, the covered payroll disclosure is not applicable.

A. Budgetary Comparison Schedule – County School Services Fund

As described in Note A to these financial statements, for purposes of reporting in conformity with GASB Statement No. 54, the County's Deferred Maintenance Fund (Fund 14), Special Reserve Fund for Other than Capital Outlay (Fund 17), and Special Reserve Fund for Other Postemployment Benefits (Fund 20) were included with the County School Services Fund. The Budgetary Comparison Schedule included in the Required Supplementary Information is based on the legally adopted budget for the County School Service Fund only.

County School Service Fund - Basic Financial Statements Ending Fund Balance	$ 11,132,290
Less Fund 14 Fund Balance	(705,465)
Less Fund 17 Fund Balance	(3,013,449)
Less Fund 20 Fund Balance	(220,536)
County School Service Fund - Budgetary Comparison Schedule Ending Fund Balance	$ 7,192,840

County School Service Fund - Basic Financial Statements Net Change in Fund Balance	$ 3,313,488
Less Fund 14 Net Change in Fund Balance	5,371
Less Fund 17 Net Change in Fund Balance	(221,229)
Less Fund 20 Net Change in Fund Balance	(108,184)
County School Service Fund - Budgetary Comparison Schedule Net Change in Fund Balance	$ 2,989,446

B. Excess of Expenditures Over Appropriations

As of June 30, 2025, the County Office's expenditures which exceeded appropriations in the following categories:

Appropriations Category	Excess Expenditures	Reason for Excess Expenditures
General Fund:		
Certificated Salaries	$ 22,000	The County Office underestimated the costs of certificated salaries.
Other Outgo	$ 105,978	The County Office underestimated costs of payments to other agencies.
Child Development Fund:		
Certificated Salaries	$ 3	The County Office underestimated the costs of certificated salaries.
Other Outgo	$ 2,623	The County Office underestimated costs of payments to other agencies.
Direct Support/Indirect Costs	$ 6,423	The County Office underestimated the amount of costs being transferred for indirect charges.

Amounts in excess of appropriations were not considered a violation of any laws, regulations, contracts or grant agreements and did not have a direct or material effect on the financial statements.

C. Schedule of the County Office's Proportionate Share – CalSTRS

1. Benefit Changes: Changes in benefits reflect changes enacted by law for benefits offered and eligibility criteria.

2. Changes in Assumptions: Assumptions used in determining the total pension liability of the CalSTRS Plan changed due to actuarial experience studies performed by CalSTRS.

D. Schedule of the County Office's Contributions – CalSTRS

The total pension liability for California State Teachers' Retirement System (CalSTRS) for measurement date June 30, 2024, was determined with a valuation completed June 30, 2023. In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Reporting Period	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020
Measurement Date	6/30/2015	6/30/2016	6/30/2017	6/30/2018	6/30/2019
Valuation Date	6/30/2014	6/30/2015	6/30/2016	6/30/2017	6/30/2018
Experience Study	2006 - 2010	2006 - 2010	2010 - 2015	2010 - 2015	2010 - 2015
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return[(1)]	7.60%	7.60%	7.10%	7.10%	7.10%
Consumer Price Inflation	3.00%	3.00%	2.75%	2.75%	2.75%
Wage Growth (Average)	3.75%	3.75%	3.50%	3.50%	3.50%
Post-Retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple

Reporting Period	June 30, 2021	June 30, 2022	June 30, 2023	June 30, 2024	June 30, 2025
Measurement Date	6/30/2020	6/30/2021	6/30/2022	6/30/2023	6/30/2024
Valuation Date	6/30/2019	6/30/2020	6/30/2021	6/30/2022	6/30/2023
Experience Study	2010 - 2015	2015 - 2018	2015 - 2018	2015 - 2018	2007 - 2022
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return[(1)]	7.10%	7.10%	7.10%	7.10%	7.10%
Consumer Price Inflation	2.75%	2.75%	2.75%	2.75%	2.75%
Wage Growth (Average)	3.50%	3.50%	3.50%	3.50%	3.50%
Post-Retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple

(1) – Net of investment expenses but gross of administrative expenses.

CalSTRS uses a generational mortality assumption, which involves the use of base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among CalSTRS members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table issued by the Society of Actuaries.

Additional information can be obtained by reviewing the CalSTRS Actuarial Experience Study on the CalSTRS website.

E. Schedule of the County Office's Proportionate Share – CalPERS

1. Benefit Changes: Changes in benefits reflect changes enacted by law for benefits offered and eligibility criteria.

2. Changes in Assumptions: Assumptions used in determining the total pension liability of the CalPERS Plan changed due to actuarial experience studies performed by CalPERS.

F. Schedule of the County Office's Contributions – CalPERS

The total pension liability for California Public Employees Retirement System – School Pool (CalPERS) for measurement date June 30, 2024, was determined with a valuation completed June 30, 2023. In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Reporting Period	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020
Measurement Date	6/30/2015	6/30/2016	6/30/2017	6/30/2018	6/30/2019
Valuation Date	6/30/2014	6/30/2015	6/30/2016	6/30/2017	6/30/2018
Experience Study	1997 - 2011	1997 - 2011	1997 - 2011	1997 - 2015	1997 - 2015
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return[(1)]	7.65%	7.65%	7.15%	7.15%	7.15%
Consumer Price Inflation	2.75%	2.75%	2.75%	2.50%	2.50%
Wage Growth (Average)	3.00%	3.00%	3.00%	3.00%	3.00%
Post-Retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple

Reporting Period	June 30, 2021	June 30, 2022	June 30, 2023	June 30, 2024	June 30, 2025
Measurement Date	6/30/2020	6/30/2021	6/30/2022	6/30/2023	6/30/2024
Valuation Date	6/30/2019	6/30/2020	6/30/2021	6/30/2022	6/30/2023
Experience Study	1997 - 2015	1997 - 2015	2000 - 2019	2000 - 2019	2000 - 2019
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return[(1)]	7.15%	7.15%	6.90%	6.90%	6.90%
Consumer Price Inflation	2.50%	2.50%	2.50%	2.50%	2.30%
Wage Growth (Average)	2.75%	2.75%	2.75%	2.75%	Varies by Age
Post-Retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple	2.00 - 2.30%

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table please refer to the December 2021 experience study report (based on demographic data from 2000 to 2019) available on the CalPERS website.

G. Schedule of Changes in the County Office's Net OPEB Liability and Related Ratios

1) Benefit Changes: There were no benefit changes during the 2024-25 fiscal year.

2) Changes in Assumptions: Changes in assumptions reflect changes due to experience studies and updates to discount rates annually.

3) The following are the discount rates used for each period:

Year	Discount Rate
2018	Unknown
2019	Unknown
2020	Unknown
2021	Unknown
2022	3.54%
2023	3.65%
2024	3.93%
2025	5.20%

Additional information can be obtained by requesting a copy of the OPEB valuation from the County Office.

H. Schedule of County Office's Proportionate Share – MPP Program

1. Benefit Changes: There were no benefit changes during the 2024-25 fiscal year.

2. Changes in Assumptions: There were updates to discount rate annually consistent with the requirements of GASB Statement No. 75.

I. Schedule of County Office's Contributions – MPP Program

The net OPEB liability for Medicare Premium Payment (MPP) Program for measurement date June 30, 2024, was determined with a valuation completed June 30, 2023. In determining the net OPEB liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Reporting Period	6/30/2018	6/30/2019	6/30/2020	6/30/2021
Measurement Date	6/30/2017	6/30/2018	6/30/2019	6/30/2020
Valuation Date	6/30/2016	6/30/2017	6/30/2018	6/30/2019
Experience Study	2010-2015	2010-2015	2010-2015	2014-2018
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	3.58%	3.87%	3.50%	2.21%
Medicare Part A Cost Trends	3.70%	3.70%	3.70%	4.50%
Medicare Part B Cost Trends	4.10%	4.10%	4.10%	5.40%

Reporting Period	6/30/2022	6/30/2023	6/30/2024	6/30/2025
Measurement Date	6/30/2021	6/30/2022	6/30/2023	6/30/2024
Valuation Date	6/30/2022	6/30/2021	6/30/2022	6/30/2023
Experience Study	2015-2018	2015-2018	2015-2018	2015-2018
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	2.16%	3.54%	3.65%	3.93%
Medicare Part A Cost Trends	4.50%	4.50%	4.50%	5.00%
Medicare Part B Cost Trends	5.40%	5.40%	5.40%	6.50%

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP–2019) table issued by the Society of Actuaries.

Combining Statements as Supplementary Information

Trinity County Office of Education

Combining Balance Sheet – Nonmajor Governmental Funds
June 30, 2025

	Special Revenue Funds		
	Adult Education Fund	Forest Reserve Fund	Total Nonmajor Governmental Funds
Assets			
Cash and investments	$ 9,299	$ 113,673	$ 122,972
Accounts receivable	357	1,631	1,988
Total Assets	$ 9,656	$ 115,304	$ 124,960
Liabilities & Fund Balance			
Liabilities			
Accounts payable	$ -	$ -	$ -
Total liabilities	-	-	-
Fund Balance			
Restricted	9,656	-	9,656
Assigned	-	115,304	115,304
Total fund balance	9,656	115,304	124,960
Total Liabilities & Fund Balance	$ 9,656	$ 115,304	$ 124,960

Trinity County Office of Education

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances –
Nonmajor Governmental Funds
June 30, 2025

	Special Revenue Funds		
	Adult Education Fund	Forest Reserve Fund	Total Nonmajor Governmental Funds
Revenues			
Federal Revenue	$ -	$ 103,621	$ 103,621
Other State Revenue	100,670	-	100,670
Interest Income	850	4,698	5,548
Fair Market Value Adjustment	125	(303)	(178)
Total Revenues	101,645	108,016	209,661
Expenditures			
Current Expenditures:			
Instruction	4,681	-	4,681
Instruction - Related Services	25,707	-	25,707
General Administration	2,242	-	2,242
Transfers to School Districts	71,616	87,052	158,668
Total Expenditures	104,246	87,052	191,298
Excess (Deficiency) of Revenues Over Expenditures	(2,601)	20,964	18,363
Other Financing Sources (Uses)			
Transfers Out	-	(19,290)	(19,290)
Net Financing Sources (Uses)	-	(19,290)	(19,290)
Net Change in Fund Balance	(2,601)	1,674	(927)
Fund Balance - 7/1/2024, as previously stated	12,257	-	12,257
Change with financial reporting entity (major to nonmajor)	-	113,630	113,630
Fund Balance - 7/1/2024, as restated	12,257	113,630	125,887
Fund Balance, 6/30/2025	$ 9,656	$ 115,304	$ 124,960

Other Supplementary Information

Trinity County Office of Education

Schedule of Average Daily Attendance
Year Ended June 30, 2025

Trinity County Office of Education

	Second Period Report Certificate #72F36041		Annual Report Certificate #31438E26	
	Original	Revised	Original	Revised
High School				
Probation Referred, On Probation, or Parole	3.16	N/A	3.85	N/A
Total High School	3.16	N/A	3.85	N/A
Total ADA	3.16	N/A	3.85	N/A

District Funded County Programs

	Second Period Report Certificate #9DAE0942		Annual Report Certificate #8378F377	
	Original	Revised	Original	Revised
Grades 7-8				
County Community Schools	1.53	N/A	1.66	N/A
Total Grades 7 - 8	1.53	N/A	1.66	N/A
Total ADA	1.53	N/A	1.66	N/A

Average daily attendance is a measurement of the number of pupils attending classes of the County Office. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to county offices, school districts and charter schools. This schedule provides information regarding the attendance of students by grade span and adjustments to the attendance as a result of an audit finding when applicable

Trinity County Office of Education

Schedule of Instructional Time

Year Ended June 30, 2025

The Schedule of Instructional Time is not applicable for County Offices of Education.

Trinity County Office of Education

Schedule of Financial Trends and Analysis
Year Ended June 30, 2025

County School Service Fund	Budget 2026 (See Note 1)	2025	2024 (See Note 1)	2023 (See Note 1)
Revenues and Other Financing Sources	$ 10,568,156	$ 13,555,399	$ 10,682,403	$ 9,889,257
Expenditures and Other Financing Uses	11,793,579	10,565,953	9,905,006	8,678,039
Net Change in Fund Balance	(1,225,423)	2,989,446	777,397	1,211,218
Ending Fund Balance	$ 5,967,417	$ 7,192,840	$ 4,203,394	$ 3,425,997
Available Reserves (See Note 2)	$ 4,225,461	$ 5,521,790	$ 2,587,149	$ 4,309,441
Available Reserves as a Percentage of Total Outgo	35.83%	52.26%	26.12%	49.66%
Long Term Debt	$ -	$ -	$ -	$ -
Average Daily Attendance at P2	20	5	-	4

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

The County School Services Fund balance has increased by $3,766,843 (110%) over the past two years. The fiscal year 2025-26 budget projects a decrease of $1,225,423 (17%). For a county office of this size, the State recommends available reserves of 4% of total County School Services Fund expenditures and other financing uses (total outgo) or $354,000, whichever is greater.

Average daily attendance (ADA) has increased by 1 over the past two years.

Notes:

1. AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:

   a) The supplementary information was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements.
   b) The supplementary information relates to the same period as the financial statements.
   c) The auditor issued an audit report on the financial statements that contained neither an adverse opinion nor a disclaimer of opinion.
   d) The supplementary information will accompany the audited financial statements or such audited financial statements will be made readily available by the County Office.

   Three of the above columns are not related to the same period as the financial statements and as such we do not provide an opinion on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. Additionally, the analysis presented utilizes information from periods outside the period of the financial statements and as such we do not provide an opinion on whether the analysis is fairly stated, in all material respects, to the financial statements as a whole. The information has been presented for analysis only and has not been audited.
2. Available reserves consist of all unassigned fund balances contained within the County School Services Fund.
3. GASB Statement No. 54 requires the inclusion of the Deferred Maintenance Fund (Fund 14), the Special Reserve Fund for Other Than Capital Outlay (Fund 17), and the Special Reserve Fund for Other Postemployment Benefits (Fund 20) with the County School Services Fund for reporting purposes only. This schedule has been prepared without the inclusion of Funds 14, 17 and 20.

Trinity County Office of Education

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
Year Ended June 30, 2025

	County School Services Fund (Fund 01)	Deferred Maintenance Fund (Fund 14)	Special Reserve Fund for Other than Capital Outlay (Fund 17)	Special Reserve Fund for Other Postemployment Benefits (Fund 20)
June 30, 2025, annual financial and budget report fund balances	$ 7,125,340	$ 705,465	$ 3,013,449	$ 220,536
Adjustments and reclassifications:				
Increasing (decreasing) the fund balance:				
Overstatement of unearned revenue	67,500	-	-	-
GASB 54 fund consolidation	3,939,450	(705,465)	(3,013,449)	(220,536)
Net adjustments and reclassifications	4,006,950	(705,465)	(3,013,449)	(220,536)
June 30, 2025, audited financial statement fund balances	$ 11,132,290	$ -	$ -	$ -

This schedule provides the information necessary to reconcile the fund balances of all funds as reported on the SACS Annual Financial and Budget Report with the audited financial statements. Funds that required no adjustment are not presented.

Trinity County Office of Education

Schedule of Charter Schools
Year Ended June 30, 2025

Charter Schools	Charter Number	Included in Audit?
California Heritage YouthBuild Academy II	#1809	No

This schedule is provided to list all charter schools chartered by the County Office and displays information for each charter school on whether or not the charter school is included in the County Office audit.

Trinity County Office of Education

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2025

Federal Grantor/Pass Through Grantor/ Program or Cluster Title	Federal AL Number	Pass-Through Entity Identifying Number	Subrecipient Expenditures	Total Federal Expenditures
CHILD DEVELOPMENT CLUSTER:				
U.S. Department of Health and Human Services				
Passed through California Department of Education				
Child Development Quality Improvement	93.575	13979	$ -	$ 65,709
Child Development Local Planning	93.575	13946	-	146,564
Total Child Development Cluster			-	212,273
SPECIAL EDUCATION (IDEA) CLUSTER:				
U.S. Department of Education				
Passed through California Department of Education				
IDEA Basic Local Assistance	84.027	13379	415,269	476,910
IDEA Mental Health	84.027	15197	-	18,498
IDEA Preschool Grants (Ages 3-5)	84.173	13430	-	21,682
IDEA Preschool Staff Development	84.173	13431	-	1,000
Total Special Education (IDEA) Cluster			415,269	518,090
FOREST SERVICE SCHOOLS & ROADS CLUSTER				
U.S. Department of Agriculture				
Direct Program				
Forest Reserve Funds	10.665	N/A	87,051	103,621
Total Forest Service Schools & Roads Cluster			87,051	103,621
OTHER PROGRAMS:				
U.S. Department of Education				
Direct Program				
REAP	84.358A	N/A	-	26,904
Passed through California Department of Education				
ESSA School Improvement Funding for COEs	84.010	15439	-	41,665
IDEA Early Intervention Grant	84.181	23761	-	15,554
Homeless Children & Youth	84.196	14332	-	44,059
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 502,320	$ 962,166

Trinity County Office of Education

Notes to the Schedule of Expenditures of Federal Awards
Year Ended June 30, 2025

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the County Office and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with requirements of 2 CFR §200.502 *Basis for Determining Federal Awards Expended* and 2CFR §200.510(b) *Schedule of Expenditures of Federal Awards.* Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Summary of Significant Accounting Policies

The expenditures reported on the schedule are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 *Direct and Indirect Costs.* The County Office used an indirect cost rate of 8.12% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The County Office did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 *Indirect Costs.* The following programs reported a lower indirect cost rate due to program constraints or other factors as decided by the County Office:

Program	AL #	Indirect Cost Rate
IDEA Basic Local Assistance	84.027	2.24%
IDEA Mental Health	84.027	5.73%
REAP	84.358A	7.66%

Other Information

Trinity County Office of Education

Local Education Agency Organization Structure
June 30, 2025

The Trinity County Office of Education was established on July 1, 1872. There were no changes in the boundaries of the County Office during the current year. During the 2024-25 fiscal year, the County Office operated a Juvenile Court School and a Community School.

The County Office coordinates the educational programs among school districts within Trinity County. The County Office provides professional and financial assistance to school districts and has general responsibilities to support and control all schools in the county.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Sally Aldinger Area III	President	Four Year Term Expires December 2028
Arina Erwin Area IV	Vice President	Four Year Term Expires December 2028
Randy Spencer Area I	Member	Four Year Term Expires December 2028
Steve Canale Area V	Member	Four Year Term Expires December 2026
Vacant Area II	Member	Four Year Term

ADMINISTRATION

Fabio Robles
Superintendent of County Schools

Anthony Rebelo, Ph.D.
Assistant Superintendent
Special Education Services

Tim Nordstrom
Assistant Superintendent
Educational Services

Cindy Blanchard
Chief Business Official

Other Independent Auditors' Reports

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

BRIAN K. HADLEY, CPA
AUBREY W. MANN, CPA
KEVIN A. SPROUL, CPA

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Education
Trinity County Office of Education

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 the Trinity County Office of Education (the County Office), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the County Office's basic financial statements, and have issued our report thereon dated January 29, 2026.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the County Office's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the County Office's internal control. Accordingly, we do not express an opinion on the effectiveness of the County Office'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 may exist that were not identified. We identified a deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item 2025-001, that we consider to be a significant deficiency.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the County Office'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*.

Trinity County Office of Education's Response to the Finding

Government Auditing Standards requires the auditor to perform limited procedures on the County Office's response to the finding identified in our audit and described in the accompanying schedule of findings and questioned costs. The County Office's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

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 County Office'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 County Office's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



El Cajon, California
January 29, 2026

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

BRIAN K. HADLEY, CPA
AUBREY W. MANN, CPA
KEVIN A. SPROUL, CPA

Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Education
Trinity County Office of Education

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the Trinity County Office of Education's (the County Office) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the County Office's major federal programs for the year ended June 30, 2025. the County Office'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 the County Office 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 *US Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the County Office'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 material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the County Office's compliance with the requirements of each major federal program as a whole.

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

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

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

Report on Internal Control Over Compliance

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

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

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

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



El Cajon, California
January 29, 2026

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

BRIAN K. HADLEY, CPA
AUBREY W. MANN, CPA
KEVIN A. SPROUL, CPA

Independent Auditor's Report on State Compliance and on Internal Control over State Compliance

To the Board of Education
Trinity County Office of Education

Report on Compliance for Applicable State Programs

Opinion on Each Applicable State Program

We have audited the Trinity County Office of Education's (the County Office) compliance with the requirements specified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 identified below for the year ended June 30, 2025.

In our opinion, the County Office complied, in all material respects, with the types of compliance requirements referred to above on each of its applicable state programs for the year ended June 30, 2025.

Basis for Opinion on Each Applicable State 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 *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the County Office'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 Audit Guide will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the County Office's compliance with the requirements of each applicable state program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the 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 the County Office's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the County Office's internal control over state 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 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of the County Office's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the County Office's compliance with the state laws and regulations applicable to the following programs:

		Procedures Performed
Local Education Agencies Other than Charter Schools		
A.	Attendance	Yes
B.	Teacher Certification and Misassignments	Yes
C.	(*Reserved*)	N/A
D.	Independent Study	N/A
E.	Continuation Education	N/A
F.	Instructional Time	N/A
G.	Instructional Materials	Yes
H.	Ratio of Administrative Employees to Teachers	N/A
I.	Classroom Teacher Salaries	Yes
J.	Early Retirement Incentive	N/A
K.	Gann Limit Calculation	Yes
L.	School Accountability Report Card	Yes
M.	Juvenile Court Schools	Yes
N.	Middle or Early College High Schools	N/A
O.	K-3 Grade Span Adjustment	N/A
P.	(*Reserved*)	N/A
Q.	Apprenticeship: Related and Supplemental Instruction	N/A
R.	Comprehensive School Safety Plan	Yes
S.	District of Choice	N/A
TT.	Home to School Transportation Reimbursement	Yes

		Procedures Performed
School Districts, County Offices of Education, and Charter Schools		
T.	Proposition 28 Arts & Music in Schools….....	Yes
U.	After/Before School Education and Safety Program….....	N/A
V.	Proper Expenditure of Education Protection Account Funds…...	Yes
W.	Unduplicated Local Control Funding Formula Pupil Counts….....	Yes
X.	Local Control and Accountability Plan….....	Yes
Y.	Independent Study - Course Based….....	N/A
Z.	Immunizations….....	No
AZ.	Educator Effectiveness….....	Yes
BZ.	Expanded Learning Opportunities Grant (ELO-G)….....	N/A
CZ.	Career Technical Education Incentive Grant….....	N/A
DZ.	Expanded Learning Opportunities Program (ELO-P)….....	N/A
EZ.	Transitional Kindergarten….....	N/A
FZ.	Kindergarten Continuance….....	N/A

N/A – The County Office did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

We did not perform the procedures for Immunizations because the County Office did not have a school site on the California Department of Public Health list of LEAs.

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 State 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 state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state 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 state 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 state compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over state 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 *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Accordingly, this report is not suitable for any other purpose.



El Cajon, California
January 29, 2026

Auditor’s Results, Findings & Recommendations

Trinity County Office of Education

Schedule of Auditor's Results

Year Ended June 30, 2025

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified	
Internal control over financial reporting:		
One or more material weakness(es) identified?	____ Yes	X No
One or more significant deficiencies identified that are not considered material weakness(es)?	X Yes	____ No
Noncompliance material to financial statements noted?	____ Yes	X No

FEDERAL AWARDS

Internal control over major programs:		
One or more material weakness(es) identified?	____ Yes	X No
One or more significant deficiencies identified that are not considered material weakness(es)?	____ Yes	X No
Type of auditor's report issued on compliance for major programs:	Unmodified	
Compliance supplement utilized for single audit	November 2025	
Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516(a)?	____ Yes	X No

Identification of major programs:

AL Number(s)	Name of Federal Program or Cluster
84.027, 84.173	Special Education Cluster

Dollar threshold used to distinguish between Type A and Type B programs	$750,000	
Auditee qualified as low-risk auditee?	____ Yes	X No

STATE AWARDS

Type of auditor's report issued on compliance for state programs:	Unmodified	
Internal control over applicable state programs:		
One or more material weakness(es) identified?	Yes	X No
One or more significant deficiencies identified that are not considered material weakness(es)?	Yes	X No
Any audit findings disclosed that are required to be reported in accordance with *2024-25 Guide for Annual Audits of California K-12 Local Education Agencies?*	Yes	X No

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards,* Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

Finding Number: 2025-001
Repeat Finding: No
Description: Material Misstatements Corrected by Audit Adjustment
Type of Finding: Internal Control (30000)

Criteria or Specific Requirement

Generally accepted accounting principles (GAAP) require that all material transactions and balances be accurately recorded in the financial statements to ensure fair presentation in accordance with the applicable financial reporting framework. Effective internal controls should ensure that all assets, liabilities, revenues, and expenses are properly recorded and reviewed to prevent material misstatements.

Condition

During our audit, we identified a material misstatement in the financial statements. Specifically, unearned revenue was overstated by $67,500. The misstatement was identified during audit procedures and corrected by proposed audit adjustments, which management subsequently posted.

Cause
The County Office misapplied revenue recognition procedures to an entitlement and recorded it as unearned revenue instead of restricted ending fund balance.

Effect
If the audit adjustment had not been posted, the financial statements would have been materially misstated, potentially misleading users and resulting in noncompliance with financial reporting requirements.

Recommendation
We recommend that management implement a more robust review process to ensure all material transactions are properly recorded before financial statement preparation. This will help prevent material misstatements and reduce reliance on audit adjustments. In addition, we recommend that management provide targeted training for accounting staff on revenue recognition for governmental agencies.

Views of Responsible Officials
See Corrective Action Plan

B. Federal Award Findings

None

C. State Award Findings

None

Trinity County Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

P.O. Box 1256 ● 201 Memorial Drive, Weaverville, CA 96093-1256
(530) 623-2861 ● FAX (530) 623-4489
https://www.tcoek12.org

Financial Statement Findings

Finding Number: 2025-001

Program Name: Material Misstatements Corrected by Audit Adjustment

Contact Person: Cindy Blanchard

Anticipated Completion Date: June 30, 2026

Planned Corrective Action:

At the close of the fiscal year the district posted $67,500 to deferred revenue. In review of the resource the ending balance should have had an ending balance vs being deferred. In the future a better review of each resource's ending fund balance requirements will be completed.

Sincerely,

CBlanchard

Cindy Blanchard
Chief Business Official
Trinity County Office of Education

Trinity County Office of Education

Schedule of Prior Year Audit Findings
Year Ended June 30, 2025

Finding/Recommendation	Status	Explanation if Not Implemented
Finding 2024-001 **Trinity County Treasury** Condition: Trinity County did not provide accurate cash balances to the County Office throughout the year. Additionally, County Office deposits, such as interest income, and other items are not being deposited in a timely manner into fund accounts. When Trinity County does transfer the allocations to the County Office, they are backdating the transactions, changing cash balances previously reported to the County Office. Finally, certain information required to be disclosed in the County Office's financial statements was not available at the time the financial statements were issued because Trinity County had not completed the required investment reports that contain the information. This resulted in a material misstatement on the financial statements that was corrected via audit adjustment. Recommendation: Continue to work with Trinity County to develop a plan for resolution to this finding. If Trinity County continues to provide incomplete and untimely information, the County Office should consider filing a formal complaint with the appropriate oversight agencies regarding improper governmental activities that should be investigated.	Implemented	

R.I.S.E. Academy

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	R.I.S.E. Academy
Street	200 Memorial Drive
City, State, Zip	Weaverville
Phone Number	530-623-2861 ex 255
Principal	Amanda Cloud
Email Address	acloud@tcoek12.org
School Website	www.tcoek12.org
Grade Span	7-12
County-District-School (CDS) Code	53105380132423

2025-26 District Contact Information

District Name	Trinity County Office of Education
Phone Number	530-623-2861
Superintendent	Amanda Cloud
Email Address	acloud@tcoek12.org
District Website	www.tcoek12.org

2025-26 School Description and Mission Statement

The mission of the R.I.S.E. Academy is to be a one-of-a-kind, trauma sensitive, alternative school serving at-promise students who need a second chance to succeed.

We are committed to serving a population of students who have struggled in the traditional school setting. We specialize in serving students affected by the School Attendance Review Board (SARB), expulsion, probation, homeless, foster youth, and any student that needs extra support and love to be successful. We can and will make a lifelong impact in the lives of students that will not only make a difference to them personally, but also leave a positive impression on the community as a whole.

2025-26 School Description and Mission Statement

Building relationships is key to all that we do at R.I.S.E. Academy. We believe that once you capture a student's heart, you are then able to capture his/her mind. Our students come to us with a wide range of social and emotional needs so we will employ an emphasis on trauma-based practices and instruction. Each student at R.I.S.E. will have his/her own personal educational plan tailored to meet their specific academic and social/emotional needs. A strong character foundation is emphasized through various community outreach efforts, such as working with the homeless, building community gardens, cleaning up neighborhood parks and streets, etc. Programs such as Love and Logic, Capturing Kids Hearts and other state-adopted curriculum will be implemented to help all of our students succeed.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 11	2
Total Enrollment	4

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	25
Male	75
White	100
Homeless	25
Socioeconomically Disadvantaged	75
Students with Disabilities	25

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.5	25	2.2	42.04	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.2	4.63	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	75	2.8	53.15	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	2	100	5.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.5	27.64	1.3	27.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	72.36	3	64.82	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.3	7.46	14303.8	5.15
Total Teaching Positions	1.9	100	4.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			2.8	36.93	230039.4	100
Intern Credential Holders Properly Assigned			0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			0.1	2.08	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			3.4	44.73	12112.8	4.34
Unknown/Incomplete/NA			1.2	16.12	13705.8	4.91
Total Teaching Positions			7.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	1.50	1.4	
Total Out-of-Field Teachers	1.50	1.4	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity	0
Mathematics	Edgenuity	0
Science	Edgenuity	0
History-Social Science	Edgenuity	0
Foreign Language	Edgenuity	0
Health	Edgenuity	0
Visual and Performing Arts	Edgenuity	0

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

School Facility Conditions and Planned Improvements

We have an MOU in place with Trinity Alps Unfiied School District for use of R.I.S.E. classroom building. Overall, the building is in good condition.

Year and month of the most recent FIT report	January 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)		--	--	8	47	48
Mathematics (grades 3-8 and 11)		--	--	2	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)					30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

2024-25 Career Technical Education Programs

Due to the consistent changing of students and the majority of CTE courses located at the high school, students must earn a certain level on the school tiered behavioral support system in order to attend these CTE elective courses in person at the high school. This is generally done as a step toward completing their rehabilitation plan and slowly reintegrating each student back into their high schools. Additionally, all students participate in whole class CTE programs, such as Robotics, Career Skills, Community Service, Gardening, and other courses. Upon completing their rehabilitation plan, students are able to re-enroll in the local high school to fully participate in CTE classes. All students have access to CTE courses at the High School (if their behavior merits it) and those offered online.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

R.I.S.E. Academy maintains consistent communication with parents and caregivers through a daily behavior progress report. Parents are provided with the teacher's cell phone number and are encouraged to reach out with any questions, comments, or concerns. Daily progress reports are sent home for parents to review and sign, as well as add in any questions or comments, which provides for yet another opportunity for parent or caregiver input.

Before a student enrolls in the R.I.S.E. program, an intake meeting is held with the parent or caregiver, the teacher and the school administrator. During this meeting, the program's expectations and benefits are thoroughly reviewed, and parents are required to sign an agreement acknowledging their understanding and commitment.

We also encourage parents to contribute to the program by providing presentations to students on topics such as careers, cultural heritage, or other areas of interest. Additionally, we actively seek parental support in bridging connections with local businesses and agencies to enhance student learning. This includes organizing guest presentations, field trips, and academic activities such as culinary arts programs to enrich the overall educational experience.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate				45.5	58.5	52.4	8.2	8.9	8
Graduation Rate				47.7	41.5	38.1	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	11	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
--		--	--	0	--	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
--		--	--	0	--	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	--	--
Female	--	--
Male	--	--
Non-Binary	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	--	--
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	--	--
English Learners	--	--
Foster Youth	--	--
Homeless	--	--
Socioeconomically Disadvantaged	--	--
Students Receiving Migrant Education Services	--	--
Students with Disabilities	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The RISE School Comprehensive Safety Plan is reviewed and updated annually. The Parent Advisory Committee approves the Plan, which is made up of classified, certificated, administrators, and parents and community members. The Plan is submitted to the Governing Board for their adoption by March 1st of each year. Care is taken to assure that the Plan is workable, realistic, and in full compliance with all Federal and State laws and Board Policy. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and safety team on August 18, 2025. Safety concerns are also regulary discussed monthly at staff meetings. Key elements of the plan include monthly safety drills, crisis intervention plans, emergency evacuation and disaster preparedness, action plan for the improvement of both the physical and social environment of the school, emergency contacts, and board policies.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	1	1	0	0
6	1	1	0	0
Other	2	4	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	6	0	0
Mathematics	2	4	0	0
Science	3	4	0	0
Social Science	2	6	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	2		
Mathematics	2	2		
Science	2	2		
Social Science	2	2		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	0	00	0	0
District	N/A	N/A	n/a	
Percent Difference - School Site and District	N/A	N/A	n/a	67,761
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	-200.0	0.1

Fiscal Year 2024-25 Types of Services Funded

R.I.S.E. Academy receives services from Trinity Alps Unified and the Trinity County Office of Education as needed. Probation and Behavioral Health also are available at the site as needed. The small number of students makes it easier for the teachers to keep track of their progress and goals.

Fiscal Year 2024-25 Types of Services Funded

Students are enrolled into R.I.S.E. Academy for a variety of reasons which include expulsion, probation, SARB and voluntary placement. Many students try to make up credits and/or correct their behavior so that they can return to their home school.

All classes necessary to graduate from high school are offered at the school. R.I.S.E. Academy provides curriculum that meets the standards for each grade level. The program will provide the following curriculum materials: Online curriculum, student textbooks, special workbooks and supplemental materials, and basic student school supplies as needed along with enrichment activities such as field trips and community outings.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

R.I.S.E. Academy provides four full days and two half days for teacher development. In addition, the staff has the option to attend professional development on Friday afternoons which is an early release day.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	0	5	5

Trinity County Office Of Education
2025/2026
General Fund January 31, 2026

Beginning Balance **$ 7,093,834**

	Current Budget	Year to Date Activity	Remaining Budget	% of Budget Recvd/Expend
Revenue Accounts				
Local Control Funding Formula	$ 5,472,670	$ 3,204,545	$ 2,268,125	58.56%
Federal Revenues	$ 204,582	$ 28,223	$ 176,359	13.80%
Other State	$ 3,508,874	$ 1,286,622	$ 2,222,252	36.67%
Other Local	$ 2,092,178	$ 1,386,260	$ 705,918	66.26%
Total Revenues	**$ 11,278,304**	**$ 5,905,650**	**$ 5,372,654**	**52.36%**
Expense Accounts				
Certificated Personnel Salaries	$ 1,644,224	$ 864,258	$ 779,966	52.56%
Classified Personnel Salaries	$ 3,180,964	$ 1,697,646	$ 1,483,318	53.37%
Employee Benefits	$ 2,525,271	$ 1,316,598	$ 1,208,673	52.14%
Books & Supplies	$ 749,702	$ 261,298	$ 488,404	34.85%
Services & Other Operating Srv	$ 2,786,326	$ 1,022,376	$ 1,763,950	36.69%
Captial Outlay	$ 236,915	$ 127,673	$ 109,242	53.89%
CHYBA Funds Transfer	$ 217,000	$ 26,590	$ 190,410	12.25%
Pass Thru to Districts	$ 1,299,562	$ -	$ 1,299,562	0.00%
Indirect Costs	$ (30,841)	$ (4,436)	$ (26,405)	14.38%
Total Expenses	**$ 12,609,123**	**$ 5,312,003**	**$ 7,297,120**	**42.13%**
Transfers In, Retiree Ins	$ 49,744	$ -	$ 49,744	
Transfers Out	$ 350,000	$ 350,000	$ -	

Budget for Rev/Exp **$ (1,631,075)**

Net Ending Balance **$ 5,462,759**

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Trinity County Office of Education	Fabio Robles Superintendent	frobles@tcoek12.org 530-623-2861

7.2

Goal 1

Goal Description
Maintain the coordination of Foster Youth Services for nine LEAs and the COE's school.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Priority 6B % of County FY Expulsion Rate Source: Local SIS Data	0% expulsion rate (Spring 2024)	0%		0% FY have been expelled in 25-26	0% expulsion rate
1.2	Priority 6A % of County FY Suspension Rate Source: Local SIS Data	4% suspension rate (Spring 2024)	0%		0% FY have been suspended in 25-26	Maintain <5% suspension rate
1.3	Priority 10 % of students completing CHAFEE and FAFSA Source: Local Data by FY County Coordinator	100% Completion (Spring 2024)	100%		NA (There is currently no FY senior status in Trinity County)	100% Completion
1.4	Priority 10 % of Foster Youth attending College campus field trip attendance Source: Teacher field-trip log	100% (Spring 2024)	75%		100% of FY have attended at some point during HS	100%
1.5	Priority 5B % of County FY involved in SARB. Source: Local SIS Data (Chronic Absent.)	0% (Spring 2024)	0%		0% have been on SARB	0%
1.6	Priority 5E % of FY students receiving a diploma Source: Local SIS Data (Grad. Rate)	100% (Spring 2024)	100%		NA (There is currently no FY senior status in Trinity County)	100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Foster Youth Staff** Trinity COE will continue to maintain the positions of a Foster Youth Education Coordinator, and a part-time position (if grant funding continues) who support our foster youth placed both within and outside our county. The coordinator will be responsible for maintaining the following services: 1) Help with their transfers and work to minimize changes to school placement. 2) Ensure health and educational records are moved efficiently. 3) Assist county child welfare in delivering services. 4) Provide educational status and progress information required for court records. 5) Respond and coordinate requests and delivery of services to juveniles within the court system. 6) Track attendance rates, suspension rates, expulsion rates, and graduation rates and intervene if necessary to provide direct services as needed if districts are unable to provide the direct services.	No	Ongoing Implementation	The Foster Youth Coordinator continues to be staffed as planned. Additionally, there are no plans to make adjustments to the position, barring any changes to the grant. The Foster Youth Coordinator has worked to assist students with school transfers, obtaining school records when needed, and tracking attendance, suspension, expulsion, and graduation rates. The coordinator is available to assist county child welfare in delivering services, provide educational status and progress information required for court, respond	Ongoing coordination with child welfare and school staff to support placement stability, attendance, and academic progress.	$161,388.00	$107,511

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				to and coordinate requests and delivery of services to juveniles within the court system, and track attendance, suspension, expulsion, and graduation rates while intervening when necessary to provide support services.			

Goal 2

Goal Description
Coordinate the instruction and services of expelled youth with 9 LEAs and the COE's school RISE to provide appropriate instructional placements.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). % of expelled students who have access to RISE as an educational placement.	0% The school will be open for enrollment July 1, 2024 and 2024 will be used to create a baseline for 2025 LCAP development.	100%		Currently, 100% of expelled youth in Trinity County have access to RISE as an educational placement. 30% of the students enrolled were at one point on an expulsion plan.	100%
2.2	Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). The percentage of districts within the county that join in the coordination of services through a shared Expelled Youth Plan (Countywide Plan for Expelled Youth), in conjunction with TCOE, to provide services for expelled students.	100% (9/9) 2024	100%		9/9 Districts (100%) have joined the coordination of services through an Expelled Youth Plan in conjuction with TCOE. 6 districts regularly attend the RISE Advisory Meetings. All districts are invited to participate,	100% (9/9)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**RISE Academy** Maintain R.I.S.E. Academy, a single classroom, 7-12th grade county community school, to provide an educational program for expelled youth, students on probation, and students self-selecting who require an alternative instructional placement.	No	Fully Implemented	TCOE maintains R.I.S.E. Academy, a single classroom, 7-12th grade		$43,128.00	$20,564

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				county community school. Currently we are serving expelled, students on probation, and students self-selecting who require an alternative instructional placement.			
2.2	**Expelled Youth Plan** TCOE will coordinate with local districts to provide services to expelled youth, including continuation of achieving credits and continuing on the college/career pathway. Follow county-wide expulsion plan. Plan renewal every 3 years.	No	Ongoing Implementation	TCOE is coordinating with all local districts to provide services to expelled youth, earn credits and continue on the college/career pathway. We have established a process for referrals to RISE through an Advisory. TCOE is following county-wide expulsion plan. The Expulsion Plan was last updated 2024.	Ongoing coordination with district staff to support placement stability, attendance, and academic progress.	$1,000.00	$1,000

Goal 3

Goal Description
All R.I.S.E. students will demonstrate progress toward meeting or exceeding individualized student rehabilitation plan goals to be eligible to transfer back to their home district.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Priority 1A % of teachers appropriately assigned and fully credentialed	100% 2024	100%		R.I.S.E. employs one teacher who is fully credentialed with both single and multiple subject credentials	100%
3.2	Priority 1B: % of students who have access to standards-aligned instructional materials. (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	Students were not enrolled last year. Baseline will be established 24-2025.	We are not able to report student group results due to student enrollment size of being less than 11 students total.		100% All students have access to standards aligned curriculum.	100% of student group
3.3	Priority 1C Facilities rating on annual FIT report FIT report.	We will be leasing a classroom on the campus from the local high school. Currently, the classroom has received "Good repair" rating. 2023	Good Repair		'Good Repair' rating	"Good repair" rating
3.4	Priority 2A Measured by the implementation survey responses from the Local Indicators which indicated Full Implementation or Full Implementation and Sustainability.	12/23 areas Full Implementation or Full implementation and Sustainability This is based on the last time R.I.S.E. enrolled students, two years ago. 2022	12/23 areas Full Implementation or Full implementation and Sustainability		All students have access to standards based curriculum. Performance will not be reported due to small populations size. Monitored internally.	16/23 areas
3.5	Priority 7C % of students with exceptional needs whose individualized learning plan aligns with intervention services	Baseline is not available yet. Baseline will be established in 2024-2025.	Not reportable due to small n-size		100% of students with exceptional needs have learning plans that align with intervention services.	100% of student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)					
3.6	Priority 7A % of students who have access to a broad course of study Local SIS. (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	Baseline is not available yet. Baseline will be established in 2024-2025.	Not reportable due to small n-size		100% of students have access to a broad range of study.	100% of student group
3.7	Priority 8 % of students meeting rehabilitation plan goals Local data. (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	Baseline is not available yet. Baseline will be established in 2024-2025.	Not reportable due to small n-size and confidentiality		Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally	80% of student group meet requirements of rehabilitation plan.
3.8	Priority 5A % of students in attendance to measure against the rehabilitation plan goal	Baseline is not available yet. Baseline will be established in 2024-2025.	Not reportable due to small n-size and confidentiality		Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally	80% of student group meet requirements of rehabilitation plan.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**RISE Staffing** Provide one certificated teacher to provide instructional and SEL supports.	No	Fully Implemented	We have 1 credentialed teacher		$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Funds are included in Action 2.1 of Goal 2.			providng instructional support and SEL support both embedded and non embedded in the curriculum. Additionally, there are 2 Wellness Liaisons providing instructional SEL lessons and supports.			
3.2	**Staff collaboration** Provide teacher and para-educator collaboration time to analyze and monitor the individualized needs of all students in particular low-income. Additional professional development to support individualized needs will be provided as needed in the following areas: 1. Curriculum alignment and intervention monitoring (Math, ELA, NGSS) 3. Edgenuity Online Curriculum intervention supports 4. Life Skills and SEL Curriculum 5. Training in reviewing results of career interest surveys with students and coordinating the completion of Individualized Career Learning Plans through the CA Career Zone 6. Trauma-informed and restorative practices 7. Non-violence crisis prevention 8. Love and Logic	Yes	Fully Implemented	The teacher and para educators collaborate daily to analyze and monitor individual needs of students in particular low income. Additionally, RISE staff meet with the Principal, and other support staff (Clinician and other TCOE staff) every other week to further analyze individual needs of all students in particular low income. Additional professional development to support individualized		$120,321.00	$65,160

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				needs has been provided for: Second Step, Edgenuity and Love and Logic. Other trainings will be held this spring in the areas of Restorative Practices and CPI			
3.3	**Personalized Interventions** Provide personalized intervention to all students with a focus on low-income students daily, embedded in the regular classroom to increase overall student achievement and address personalized restorative plans. Expenses include personnel costs for a para-educator.	Yes	Fully Implemented	RISE is providing personalized intervention to all students with a focus on lowincome students daily. Students have access to a broad course of study. Each transcript is reviewed prior to enrollment, and instructional staff collaborate with students to prioritize credits in alignment with state guidelines. Each student has a daily report process that monitors overall proacademic, prosocial skills, progress on credits, and additional		$60,223.00	$32,850

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				individual behavioral needs unique to that student. Restorative Practices are embedded in the classroom and behavioral level system and para-educators participate in trainings and case-management alongside other mental health staff.			
3.4	**Course Alignment** Ensure access to a broad course of study by monitoring the master schedule and enrollment as applicable. RISE administrator and partnering districts who have students enrolled will meet on a monthly basis and discuss placements, curriculum alignment and rehabilitative plan progress.	No	Ongoing Implementation	Students have access to a broad course of study. Each transcript is reviewed prior to enrollment, and instructional staff collaborate with students to prioritize credits in alignment with state guidelines. We have recently expanded our collaboration with TAU to include some ROP and CTE options to R.I.S.E. students.		$1,500.00	$750

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Student Technology** Ensure students have access to technology to aid classroom instruction. Expenses include: 1. One-to-one student-to-device ratio 3. Access to web-based learning modules 4. Security applications	No	Fully Implemented	Students have access to technology to aid classroom instruction: 1. One-to-one student-todevice ratio 3. Access to web-based learning modules 4. Security applications (GoGuardian) TCOE IT team provides on going support and is invited to all R.I.S.E. staff meetings.		$2,000.00	$2,000
3.6	**Place based Learning** Provide place-based learning opportunities. Expenses include transportation and personnel.	No	Ongoing Implementation	R.I.S.E. provides regular place based learning opportunites such as 'hike into science' and culinary arts lessons at local restaurants.		$5,000.00	$4,200

Goal 4

Goal Description
All students and parents at R.I.S.E. Academy will be actively engaged and supported in a safe and healthy learning environment.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Priority 3A % of parents who marked “agree” or “strongly agree” on the annual Parent Survey question “actively seeks the input of parents before making important decisions” Local survey data (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	There was no student enrollment in 2023-24. Baseline will be created in 2024-25	Not reportable due to small n-size		Specifics are not reportable due to small n-size.	100%
4.2	Priority 3B: % of parents of unduplicated students attending at least 1 parent conference a year Parent sign-in log (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	There was no student enrollment in 2023-24. Baseline will be created in 2024-25	Not reportable due to small n-size		Specifics are not reportable due to small n-size.	100%
4.3	Priority 3C % of parents of students with disabilities attending at least 1 parent conference a year Parent sign-in log (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	There was no student enrollment in 2023-24. Baseline will be created in 2024-25	Not reportable due to small n-size		Specifics are not reportable due to small n-size.	100%
4.4	Priority 6C	There was no student enrollment in 2023-24.	Not reportable due to small n-size		Not reportable due to small n-size	100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	% of student survey reporting that students feel safe and connected to school Annual Student Local Survey (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	Baseline will be created in 2024-25				

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Social Emotional Support** Social and emotional support is provided 1. Provide Counseling services to students 2. Provide professional development in a positive behavioral intervention to support students and parents 3. Collaborate with interagency staff to develop consistent programming between home and school (district of residence staff, probation officers, and parents/guardians)	No	Fully Implemented	RISE provides social and emotional support in several ways: 1. Provide Counseling services to students via TCOE Clinician 2. Provide professional development in a positive behavioral intervention to support students and parents-(Daily behavior logs and consistent phone calls for positive and challenging behavior). 3. RISE Staff collaborate with interagency staff to develop		$5,000.00	$3,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				consistent programming between home and school (district of residence staff, probation officers, and parents/guardians) regularly.			
4.2	**Mental Health Clinician** One part-time, mental health clinician focused on supports and referrals for all students with a focus on low-income students	No	Fully Implemented	RISE staffs a part-time mental health clinician focused on supports and referalls for all students with a focus on low income students.		$48,000.00	$36,200

Goal 5

Goal Description
THIS GOAL IS BEING REMOVED DUE TO NOT RECEIVING THIS TYPE OF FUNDING FOR 2025-26. **By June 2025, students in grades 7-12 will increase student rehabilitation plan completion rate to 80%.**

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Priority 8 - % of students meeting their rehabilitation plan requirements.	If the student population reaches 11 or more students, this data will be displayed. Otherwise, we will monitor this internally and with our partner districts.	Not able to report due to student confidentiality		Not able to report due to student confidentiality	80%
5.2	Priority 7B - Programs and services developed and provided to unduplicated pupils. Measure % of unduplicated students who indicate that they have utilized the wellness liaison to successfully deescalate at least one time from the annual student survey	If the student population reaches 11 or more students, this data will be displayed. Otherwise, we will monitor this internally and with our partner districts.	Not able to report due to student confidentiality		Not able to report due to student confidentiality	100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	**Wellness Liaison (EM)** Provide Wellness Liaison staff assigned to the R.I.S.E. program to provide trauma-informed response support and interventions to students and families. This position is crucial in addressing the unique socio-emotional needs of our student population in order for students to meet their rehabilitation plans. The Wellness Liaison will:	No		RISE has 2 Wellness Liaison staff. The Wellness Liaison staff: 1. Facilitate referrals and connections to external agencies and		$50,000.00	$38,250

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1. Facilitate referrals and connections to external agencies and resources, ensuring students and families have access to comprehensive support services. 2. Ensure adequate social and emotional support is provided to all students. 3. Provide professional development and training to staff through positive behavioral interventions and trauma-informed practices, building capacity to effectively support students' well-being. 4. Collaborate with interagency staff, including district of residence staff, probation officers, and parents/guardians, to develop consistent programming and support systems that bridge the gap between home and school environments.			resources, ensuring students and families have access tocomprehensive support services. 2. Ensure adequate social and emotional support is provided to all students. 3. Provide professional development and training to staff through positive behavioral interventions and traumainformed practices, building capacity to effectively support students' wellbeing. Liaison staff have been trained in Zones of Regulation and Second Step (our adopted SEL curricula). Addiitonally, they attend weekly Liaison collaboration lead by a TCOE			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Clinician to review best practices and mini-lessons, and attend montlhy mental health meetings for additional training. 4. Collaborate with interagency staff, including district of residence staff, probation officers, and parents/guardians, to develop consistent programming and support systems that bridge the gap between home and school environments. RISE staff work very closely with Trinity County Probation and Sheriff department.			

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$5,472,670	$5,476,371
LCFF Supplemental/Concentration Grants	$123,621	$127,322