DURHAM UNIFIED SCHOOL DISTRICT

9420 Putney Drive, Durham, CA 95938

Regular Session Governing Board Meeting Agenda

Wednesday, February 18, 2026

Durham Unified School District Board Room

6 pm Open Session

Or

Join Zoom Meeting

https://durhamunified.zoom.us/j/84482077735?pwd=PlKp08gzF6lk6lV9MmNgidb4PN8Y6W.1

Passcode: durham

+1 669 900 6833 Webinar ID: 844 8207 7735

Passcode: 5rBBtJ

A. CALL TO ORDER

B. PLEDGE OF ALLEGIANCE

C. ORDER OF AGENDA

D. PUBLIC COMMENT ON AGENDA ITEMS AND ITEMS FROM THE PUBLIC:

The law allows the public to address the governing board on any school district matter, whether or not it is on the agenda, but the law prohibits action or discussion by the Board on non-agenda items.

Please note: At this time, the Board will hear public comment on ALL AGENDA ITEMS BELOW and will also hear public comment on any school district matter.

A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. **Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes.** With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) **"Questions or concerns expressed may be referred to Superintendent, John Bohannon, for a response or resolution. Those persons wishing to contact the Superintendent may do so by phone at (530) 895-4675 or by email at jbohannon@durhamunified.org"**

E. REPORTS Page

a. DUTA

b. Principals 1-5

c. Director of Student Services 6

d. MOT 7

e. Superintendent

F. ITEMS FROM THE BOARD

G. CONSENT AGENDA

1. Approval of Updated Minutes from the December 17, 2025 Board meeting. 8-17

2. Approval of the Accounts Payable for January 2026. 18-23
3. Approval of the DUSD 2025-2026 Safety Plan. (Supporting materials are available for review at the District office or www.durhamunified.org). 24-206
4. Field Trips:

Site/Event	Event	Date
DHS FFA	Hollister High School - Welding Competition	03/06-03/07/26

5. Employment:
Coaching Hire:

Employee	Position	Date
Michelle Schleef	JV Head Softball Coach	2025/26 Season
Mark Felkins	Volunteer Softball Coach	2025/26 Season
Kelley Parsons	Volunteer Softball Coach	2025/26 Season
Danika Martin	Volunteer Softball Coach	2025/26 Season
Hannah Waggoner	Volunteer Softball Coach	2025/26 Season
Alen Cornelison	Volunteer Trap Shooting Coach	2025/26 Season
Dylan Dunlap	Volunteer Trap Shooting Coach	2025/26 Season
Fredrick Waybright	Volunteer Trap Shooting Coach	2025/26 Season

Coaching Resignation:

Employee	Position	Date
Heidi Kerri	Head Varsity Swim Coach	02/06/26
Kristin Walters	Head Varsity Volleyball Coach	02/06/26

Classified Resignation:

Employee	Position	Date
Nick Crete	Custodian I	01/29/26

H. INFORMATIONAL ITEMS:

1. LCAP Mid-Year Review. (Supporting materials are available for review at the District office or www.durhamunified.org). 207-244

I. DISCUSSION/ACTION ITEMS:

1. ***Discussion/Action:*** Discussion and approval of the Facilities Master Plan (FMP) Phase 3 Durham Elementary School TK Building and Modernization Project. 245-246
2. ***Discussion/Action:*** Discussion and approval of the Durham Elementary School TK Building and Modernization Project - On-site DSA Inspection Services. 247-249
3. ***Discussion/Action:*** Discussion and approval of the Durham Elementary School TK Modular Building and Modernization Special Inspector DSA Inspection Services. 250-262
4. ***Discussion/Action:*** Discussion and approval of the New Food Service Van Quote. 263-268
5. ***Discussion/Action:*** Discussion and approval of the New Heated Pressure Washer Quote. 269-274
6. ***Discussion/Action:*** Discussion and approval of Developer Fee Justification Study and Rate Increase. 275-319
7. ***Discussion/Action:*** Discussion of the First Reading of January 2026 Board Policy Updates. (Supporting materials are available for review at the District office or www.durhamunified.org). 320-352
8. ***Discussion/Action:*** Discussion and approval of the January 2026 Board Policy Update - BP 1445: Response to Immigration Enforcement. (Supporting materials are available for review at the District office or www.durhamunified.org). 353-359
9. ***Discussion/Action:*** Discussion and approval Second Reading of November 2025 Board Policy Updates. (Supporting materials are available for review at the District office or www.durhamunified.org). 360

J. PUBLIC COMMENT ON CLOSED SESSION ITEMS / MOVE TO CLOSED SESSION

K. CLOSED SESSION

1. *Conference with Labor Negotiators Agency designated representatives: Board President*
   Unrepresented Employee(s): Superintendent
   (Government Code 54957.6)
2. *Conference with Labor Negotiators Agency designated representatives: Superintendent John Bohannon; Employee Organizations: Administrative, CTA, CSEA, and Classified*
   Confidential (Government Code 54957.6)
3. *Public Employee Discipline / Dismissal / Release / Complaint*
   (Government Code 54957)
4. *Public Employee Performance Evaluation: Superintendent*
   (Government Code 54957)
5. *Public employee appointment / employment:*
   (Government Code 54957)
6. *Pending Litigation:*
   (Government Code: 54956.9 (d) (l)

L. RETURN TO OPEN SESSION

M. REPORT OF ACTION TAKEN IN CLOSED SESSION

N. NEXT BOARD MEETING DATE: Wednesday, March 11, 2026

NOTES: *Agenda item documents are available for public inspection during regular business hours at the District Office. **Handouts will be provided at the board meeting. If you require special accommodations to

participate in the meeting, please advise Chloe Bartel, Human Resources/Executive Assistant, 48 hours in advance at (530)895-4675 x5001.

Government Code 54953.2 requires that all Board meetings meet the protections of the Americans with Disabilities Act (ADA) (42 USC 12132) and implement regulations (28 CFR 35.160, 36.303). Such protections require the district to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services. Auxiliary aids and services may include accommodations at the actual meeting, such as a sign-language interpreter, or accommodations to the supporting documentation, such as Braille translation of the agenda packet. Government Code 54954.2 requires that the agenda specify how, when, and to whom a request for accommodation should be made; see BB 9322 - Agenda/Meeting Materials.

DURHAM UNIFIED SCHOOL DISTRICT
Board Meeting Date: 2-18-2026

SUBJECT: DES Principal Report	
PREPARER: Samantha Brown	
RECOMMENDATION:	☐ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☑ Information Only

Enrollment: 523 students

Events/Happenings: As of now, we currently have 54 TK enrolled and 71 Kindergarten students, with more enrolling, so we have limited space remaining for the 2026-2027 school year.

Our third grade classes held their evening VAPA performances of "Song and Dance Man, George M. Cohan'" under the direction of Music/VAPA teacher, Jen Anderson and their classroom teacher on the evenings of Tuesday, February 2nd; Thursday, February 4th; and, Tuesday, February 10th, one class per night. Our fifth grade classes will now begin preparing for their upcoming mid-March performances.

DES PTS held the Father Daughter Dance on Friday, February 6th at the Durham Memorial Hall, which was very well attended.

Kindergarten and first grade students are displaying their 100's projects in the main hallway throughout the month of February. Today, Wednesday, February 11th was our final day of the ASB Math-A-Thon prize drawings. Our school raised $21,169.60 during this year's Math-A-Thon, surpassing our goal. Our top individual winners were 1st place) Camden Withrow earning $1,500.00 for the school and a drone ; 2nd place) Chevelle Torres earning $1,108.50 for the school and a digital camera; and, 3rd place) Hudson Withrow earning $1,040.50 for the school and a drawing robot. The top winning classes are 1st place) Mrs. Renner's 3rd Grade Class earning $2,971.00; 2nd place) Mrs. Knobbe's 2nd Grade Class earning $2,367.95; and, 3rd place) Mr. Martin's 4th Grade Class earning $1,671.50. The winning classes will receive a party of their choice: pizza party, ice cream sundae party, or a hot cocoa party.

Throughout the short month of February, our students are participating in a month long Kindness Challenge, and focusing on the Tiger Trait of compassion, noticing

someone's sadness or need, feeling for them, and then acting to help, like sharing a toy or giving a hug, showing love in action rather than just feeling sorry. "Compassion is the greatest form of love humans have to offer." - Rachael Joy Scott

Staff Meeting/Grade Level Collaboration: On Monday, February 2nd, the DUSD ELD teacher from each site; bilingual paraprofessional, Maggie Mendoza; and, myself received our annual summative ELPAC training from DUSD Special Projects Secretary, Jemie Rocca. Summative ELPAC testing will take place during the month of March at all three sites.

We held our February Staff Meeting on Tuesday, February 3rd, and we continued our unfinished conversations from the January staff meeting and discussed the February Kindness Challenge, upcoming Trimester 2 assessments, and upcoming Parent-Teacher Conferences.

On Tuesday, February 17th, we will hold the February Probationary Teacher's meeting to check in with how things are going and see if they need any support finishing up their trimester 2 report card assessments.

Shout Outs: A shout-out to DES Secretary Yolanda Prentice on her upcoming, well-deserved retirement after 30 years of service in our district. She's leaving some pretty big shoes to fill, and will be greatly missed!

A shout-out to all the staff that volunteered and hosted an activity at STEAM Night, including Dayna and Jason Gibbs and the DHS Girl's Soccer Team who offered a burger dinner to families in attendance.

Outreach to Parents/Community: The DES Chess Club continues to meet bi-weekly on Mondays in the DES Library from 1:40-2:25PM.

The Reading Pals and Math Buddies programs maintain consistent, steady support for students.

DES PTS held their February meeting on Tuesday, February 10th at the Durham Memorial Hall beginning at 8:30 AM to discuss past events and upcoming events for the remainder of this school year.

The February School Site Council meeting will be held on Wednesday, February 25th from 3:00-4:00 PM in DES Room 4. The committee will receive updates on DUSD committees, construction, and trimester 2 MAP and DIBELS data.

I continue to update the DES website and post the Tiger Spotlight of the Week weekly.

DELAC: Our regular monthly meeting will be held on Thursday, February 26th at 6:00 PM in the DES Multi-Purpose Room.

DURHAM UNIFIED SCHOOL DISTRICT
Board Meeting Date: 2-18-2026

SUBJECT: DIS Principal Report	
PREPARER: Josh Rowe	
RECOMMENDATION:	☐ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☑ Information Only

Boys Basketball

The 56th Annual Rene Brandol Classic was successfully hosted at Durham Intermediate School. Over three days, the DIG welcomed teams and families for a well-organized and smoothly executed tournament. While the competitive outcomes were not what we had hoped for, the event itself was a success. I would like to recognize Mr. Richards for his leadership in coordinating the tournament and ensuring operations ran efficiently.

The boys' final tournament of the season will be the Chico Country Day Shootout on February 27. Until then, both teams will continue weekly league play as they close out the season.

Shady Creek

Our 6th grade students departed for Shady Creek Outdoor School on Monday, February 9th. We appreciate the support of our parent volunteers who assisted with student check-in and departure logistics. Outdoor education continues to be a meaningful experience for our students, and we look forward to hearing about the academic and personal growth that results from this opportunity. I would like to especially thank our high school students who served as counselors and our three teachers who spent the entire week with their students getting dirty and learning. Thank you Mrs. Lincoln, Mrs. Lash and Ms. Skelly.

PEG Project

Our 8th grade students are nearing completion of their PEG Projects. Students have completed their outlines and professional interviews, with first drafts due on February 12. Mrs. Withrow has thoughtfully scaffolded the research and writing process to ensure students are well supported throughout each phase of the project.










Katniss Hero's
Journey

DURHAM UNIFIED SCHOOL DISTRICT
Board Meeting Date: 2-18-2026

SUBJECT: DHS Principal Report	
PREPARER: Marty Wilkes	
RECOMMENDATION:	☐ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☑ Information Only

Student of the Month:
February's Student of the Month is Carter Schmid. Carter has a 4.26 GPA and is on Durham's Swim, Wrestling and Track team. Carter has applied to several colleges this year, including The Army Academy, The Naval Academy, Air Force Academy, and Embry Riddle. Mr. Schmid would like to major in Business Administration. He is currently taking Calculus, SOU English and Economics, Butte College Hispanic Film, Physics and Ag Mechanic.

Shout Outs/Events:
Seniors have moved from "apply to college" mode into "how are we paying for college" mode and are now actively applying for scholarships. Mrs. Ladd and Mrs. Spade have been staying very busy—helping seniors search for and apply for scholarships, assisting underclassmen with class registration for next year, and still fitting in student tours. Recently, 14 students attended the Butte College Heavy Equipment and HVACR tour, and 25 students participated in a tour of Butte College's Fire Academy.

From the Office / Events:

2/14: Wrestling Divisions at Paradise
2/17: Basketball Playoffs Start
2/19: Boots and Bowties Dinner
2/28: Master Wrestling @ Shasta High School
3/3: Reg2Go
4/15: SAT

Enrollment:
9th = 81 10th = 82 11th = 82 12th = 78 BCOE= 3 TOTAL = 326

DURHAM UNIFIED SCHOOL DISTRICT
Board Meeting Date: 2-18-2026

SUBJECT: Student Services & Support Report	
PREPARER: Marilyn Bertolucci	
RECOMMENDATION:	☐ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☑ Information Only

- Director and District Psychologist attended PREPaRE Workshop 1 on 1/30/2026. *Thank you to Butte County SELPA in partnership with CSU, Chico we are able to attend for free.*

PREPaRE is an evidence-based training curriculum aimed to equip members of multidisciplinary school crisis teams and school-based mental health professionals to engage in comprehensive school crisis prevention and intervention. The program's acronym stands for: Prevent/Prepare for psychological trauma; Reaffirm physical health, security, and safety; Evaluate psychological trauma; Provide interventions (and) Respond to psychological needs; and Examine the effectiveness of prevention and intervention efforts. PREPaRE consists of two workshops––Workshop 1: Comprehensive School Safety Planning: Prevention Through Recovery (3rd ed.; Reeves et al., 2019)
We will attend workshop 2, broken into two parents in the spring. Workshop 2: Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools (3rd ed.; Brock & Reeves, 2019). Additional members of the Health and Wellness Team will be asked to attend Workshop 2.

- Organized and supported DHS completion for the California Youth Tobacco Survey for 10th and 12th grade students. DHS earned a 500$ Amazon gift card for their participation.

- DUSD received our Notification of Annual Determination Pursuant to the Individual with Disabilities Education Act on 2/9/2026.
    - No Disproportionality
    - One timeline issue that was already known and addressed.
    - Will be in Targeted Level 2 for Performance Elements

DURHAM UNIFIED SCHOOL DISTRICT

Board Meeting Date: 2-18-2026

SUBJECT: MOT Report	
PREPARER: Eric Kolstad	
RECOMMENDATION:	☐ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☑ Information Only

Background:

The stadium renovation project is underway. The tower and main bleachers have been removed, and plaques and signage from the tower were carefully preserved. All items of value were removed prior to demolition. The former concession stand and restroom areas are now visibly deteriorated and will require future attention.

School campuses remain very active, with ongoing events and athletic activities across the district.

There is no new information to report regarding buses at this time. Training has begun on the new student tracking and GPS system for district buses and vans.

Custodial staff continue to do an excellent job maintaining campus cleanliness. Ground maintenance crew is also progressing well—Bob and Steve are proactively addressing gopher activity, leaves have been collected, and several trees have been trimmed.

DURHAM UNIFIED SCHOOL DISTRICT

9420 Putney Drive, Durham, CA 95938

Regular Session Governing Board Meeting Agenda

Wednesday, January 28, 2026

Durham Unified School District Board Room

6 pm Open Session

Or

Join Zoom Meeting

https://durhamunified.zoom.us/j/84482077735?pwd=PlKp08gzF6lk6lV9MmNgidb4PN8Y6W.1

Passcode: durham

+1 669 900 6833 Webinar ID: 844 8207 7735

Passcode: 5rBBtJ

Minutes

The Regular Meeting of the Board of Trustees of the Durham Unified School District was held in the Durham Unified School District Board Room on Wednesday, January 28, 2026.

Trustees Present: Ed McLaughlin, Jennie DuBose, Buzz Landon, Andrew Sohnrey, and Garrett Meyer

Trustees Absent: None

Administration Present: John Bohannon, Superintendent; Jess Knox, Chief Business Officer; Chloe Bartel, Human Resources/Executive Assistant; Samantha Brown, DES Principal; Josh Rowe, DIS Principal; Marilyn Bertolucci, Director of Student Supports and Eric Kolstad, MOT Manager.

A. Call to Order

President Buzz Landon called the meeting to order at 6:00 p.m. in the Durham Unified School District Board Room.

B. Pledge of Allegiance: Buzz Landon

C. Change to the Agenda: None

D. Items From the Public: None

E. District Reports:

DUTA: None

Durham Elementary School: Samantha Brown, Principal:

Enrollment: 523 students (decrease of 2 from last month - 1-1st Grade, 1-4th Grade; however, 2 incoming students - 1-2nd Grade, 1-5th Grade)

Events/Happenings: We held in-person TK and Kindergarten registration on Thursday, January 15th and Wednesday, January 21st. As of now, we currently have 41 TK enrolled and 70 Kindergarten students, with more enrolling.

Our fourth grade classes held their evening VAPA performances of "Interplanetary Jammin'" under the direction of Music/VAPA teacher, Jen Anderson and their classroom teacher on the evenings of Tuesday, January 13th; Wednesday, January 14th; and, Thursday, January 15th, one class per night. Our third grade classes are now preparing for their upcoming February performances.

DES PTS held the Mother Son Dance on Friday, January 16th at the Durham Memorial Hall, and are planning to hold the Father Daughter Dance on Friday, February 6th at the same location.

ASB is holding their 100th Day of School Math-A-Thon on Monday, January 26th. Classes will celebrate by participating in the Math-A-Thon and other fun 100th day activities. Additionally our Kindergarten and first grade students will be displaying their 100's projects in the main hallway through the month of February.

Our Tiger Trait of the month is integrity, being honest and doing the right thing, even when it's hard or no one is watching, like telling the truth even if you might get in trouble, or returning extra change you received by mistake. It's about having strong character, sticking to your values, and making choices that show you're sincere and trustworthy, like being a good friend and taking responsibility for your actions. As we move into February, we will begin our month long Kindness Challenge, and focus on the Tiger Trait of compassion, noticing someone's sadness or need, feeling for them, and then acting to help, like sharing a toy or giving a hug, showing love in action rather than just feeling sorry.

Staff Meeting/Grade Level Collaboration: We held our January Staff Meeting on Tuesday, January 6th. Our agenda focused on celebrating the collective effort behind our 70% DIBELS proficiency while strategically aligning our focus to navigate the multiple change initiatives currently in motion from new curriculum, new Aeries report cards, and changes due to upcoming construction and classroom moves. Our February Staff Meeting will be held on Tuesday, February 3rd, and we will continue our unfinished conversations from the January staff meeting and discuss upcoming Trimester 2 assessments and upcoming Parent-Teacher Conferences.

Our Amplify Math Pilot Team, along with myself and Heather McCune, joined DIS and DHS staff on Monday, January 12th at the BCOE office in Chico to review math curriculums.

On Tuesday, January 20th, we held the January Probationary Teacher's meeting. Overall, teachers reported that overall things are going well. They felt rested and ready to return following the winter break and noted the growth that students are showing upon returning to school.

On Monday, January 26th, the SBIT Leadership Team, which includes, Carmina Vital, Heather McCune, Kacy Adkins, and myself will hold meetings with staff in the DES Staff Lounge throughout the day to review intervention data and discuss next steps to continue supporting students who are below and well-below grade level.

Shout Outs: A shout-out to 4th-grade teacher Roni Masuda on her upcoming retirement. Thank you for the many years of magic in the classroom!

A shout-out to TK teacher Jona O'Shea on her second retirement. You truly can't keep a great teacher away, but she's earned the rest!

A shout-out to our Mentor Teachers - Dina Buttitta, Morgan Alaways, Molly Knobbe, Katie Perkins, Roni Masuda, and Kevin Martin - for hosting student teachers this spring and helping grow the future of education!

Outreach to Parents/Community: The DES Chess Club continues to meet bi-weekly on Mondays in the DES Library from 1:40-2:25PM.

The Reading Pals and Math Buddies programs maintain consistent, steady support for students.

DES PTS will hold their January meeting on Tuesday, January 20th at the Durham Memorial Hall beginning at 8:30 AM. Carnival planning has been postponed until the 2026-2027 school year, but we continue to meet and discuss upcoming events for the remainder of this school year.

The January School Site Council meeting will be held on Wednesday, January 28th from 3:00-4:00 PM in DES Room 4. The committee will receive updates on DUSD committees, construction, and the math pilot/math adoption.

I continue to update the DES website and post the Tiger Spotlight of the Week weekly.

DELAC: Our regular monthly meeting will be held on Thursday, January 22nd at 6:00 PM in the DES Multi-Purpose Room.

Durham Intermediate School: Josh Rowe, Principal:

Boys Basketball

Boys Basketball is off to a strong start this season. Our 8th Grade team earned **2nd Place** in the Willows Tournament, while our 7th Grade team brought home the **championship banner**. In our first games back from winter break, both the 7th and 8th Grade teams earned convincing wins against Bidwell Junior High. Looking ahead, our teams will compete in the **Chico All-City Tournament** and the **Rene Brandal Classic** from **February 5–7**.

Shady Creek

Shady Creek Outdoor Education Camp is quickly approaching. Our 6th Grade team, along with District Nurse Kristin, has been working diligently to prepare for the trip. Planning efforts are focused on logistics, student safety, and health needs to ensure our students have a positive and successful experience while hiking, learning, and building community.

PEG Project

The 8th Grade PEG Project is in full swing. Students are actively meeting with their coaches, developing interview questions, and scheduling interviews. Engagement has been strong, and students are demonstrating thoughtful preparation and effort. We are looking forward to the final project presentations in March.

Student of the Month

Our **January Student of the Month** is **7th grader Cooper Swearingen**, nominated by Ms. Schnitzius. She shared the following:

> *"The student of the month that I have chosen is Cooper Swearingen. I am choosing this student because he has shown remarkable improvement this quarter. His dedication to his academics is apparent, and he constantly checks in with teachers to ensure he is on the right track. Cooper has wonderful insight in the English classroom that he is making more evident with each passing week. Cooper is one of those students that simply can't be knocked down, and I know he will do great things in his future. Great job, Cooper—we all see the hard work you are putting in!"*

Congratulations, Cooper!

Enrollment

As of the writing of this report, Durham Intermediate School enrollment stands at **238 students**.



Durham High School: Marty Wilkes, Principal:

Student of the Month:

January's Student of the Month is Holly Oberdorf. Holly has a 4.3 GPA and is on Durham's Track team. Holly has applied to several colleges this year, including Cal Poly, San Diego State, Long Beach State, and San Jose State. Holly would like to major in kinesiology. She is currently taking Advanced Biology, SOU English, SOU Government, SOU Statistics, and Butte College Spanish. Holly has been attending Durham Schools since she was in Kindergarten.

Shout Outs/Events:

A representative from Chico State will be on campus on January 20 to meet with students and discuss the importance of the CAASPP assessment and how it impacts their academic pathways. Chico State will return on January 22 to meet with eighth-grade students to provide an overview of A–G course requirements and explain their significance as students prepare to transition into high school. Following these presentations, during the subsequent week, Mrs. Ladd and Mrs. Spade will begin enrolling students in classes for the 2026–27 school year.

From the Office / Events:

2/3: Girls Basketball vs Winters
2/6: Winter Homecoming Basketball vs Paradise
2/6 Soccer vs Redding Christian
2/7: SVL Wrestling Championships as Winters
2/13: Girls Basketball vs Willows
2/14: Wrestling Divisions at Paradise
2/20-21: Masters at Shasta

Enrollment:

9th = 82 10th = 82 11th = 82 12th = 78 BCOE= 3 TOTAL = 327

Director of Student Services: Marilyn Bertolucci:

Statewide Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Program

Help Our School Access Funding for Health and Wellness Services on Campus!

All Health plans are now ***required*** to reimburse school districts for providing certain health and wellness supports. **No copays or deductibles.**

Will the information be kept confidential?

Yes, the information that you provide to your child's school, including health insurance information, is completely confidential. Your child's health insurance information will not be shared with any outside entities, except as necessary to enable your child's school to receive reimbursement for mental health services provided to your child and/or family, or as otherwise permitted under state and federal law (e.g., reporting to the California Department of Health Care Services).

How does it work?

The State of California partners with schools and health plans to make sure that students can get health and wellness support in schools across the state. Schools already offer an array of health and wellness services to meet the needs of students; however,
securing funding for these services has been a challenge.

Under the Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule program, California's health plans and insurers are now required to reimburse public schools for covered services provided to students.

State law prohibits health plans and insurers from passing any of the cost of these services on to families. This means that the health plans and insurers will pay for services provided to your student in school and there **WILL NOT** be any out-of-pocket expenses (e.g., co- payments, deductibles) for you and your family.

How can you help?

In order to obtain this funding from the health plans and insurers, including the Medi-Cal program, our school must submit a claim for reimbursement to the health plan or insurer. Our school will ask you for your health insurance information and will ask you to sign a consent form so we can bill the health plan.

If your child is under 18, please sign the consent form and provide a copy of your child's insurance card and/or the name of your child's health insurance company, your child's policy number, and the name of the parent or guardian that carries the health insurance coverage.

Agreeing to provide this information to your child's school **WILL NOT** result in any costs for services being passed onto you or your family. These services are completely free and receiving these services in school **WILL NOT** affect your child's coverage under the health plan or insurer.

What happens if I don't want to provide this information?

Your child may still receive no-cost health and wellness services at school. **However, if you decide not to provide your child's health insurance information, our school cannot access this critical source of funding.**

If your child is eligible for special education services under the Individuals with Disabilities Education Act, they are entitled to receive health and wellness services and supports pursuant to an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP). Your decision to provide (or not provide) your child's health insurance information **WILL NOT** affect your child's eligibility for these services.

If you have questions, please reach out to Marilyn Bertolucci, Director Student Services and Supports. (530) 895-4697-6020 or mbertolucci@durhamunified.org

INFORMED CONSENT

As part of your child's educational benefits, they are able to access school-based mental health services. These services are provided by associate, credentialed counselors, and/or licensed mental health providers. Associate providers receive on-going supervision from a licensed supervisor on a weekly basis. Support may include individual, small-group, referral to outside resources and coordinated care. School staff and parents may refer students for these services and students can self-refer as well.

Confidentiality & Limits to Confidentiality: Information shared during school-based mental health sessions is considered private and will not be shared with others without your written permission.

However, there are important limits to confidentiality.

- By law, school mental health staff must break confidentiality if they believe a student is at risk of harming themselves or others,
- if there is suspected abuse or neglect,
- or if they are required to do so by a court order. In some cases, limited information may be shared with other school staff who are involved in supporting the student's well-being and success—but only on a need-to-know basis.

If you have any questions or concerns about confidentiality, we are always happy to talk with you before services begin. California law states a student who is 12 years of age or older is able to consent to their own treatment known in the state as minor consent.

Mental Health Services are Voluntary. Parents and/or client have the right to revoke services at any time, unless the child is twelve and over and consents to their own treatment. A parent or student can revoke their informed consent either verbally or in writing.

Signature of Student	Printed Name of Student
Signature of Parent/Guardian	Printed Name of Parent/Guardian

Billing:

In order to sustain these critical services schools are now able to bill MediCal, private insurance and disability insurance for reimbursement of mental health/social emotional services. **Consent to bill will not impact,**

explanation of benefits (EOB), deductible, and no cost will be passed onto you, your family or the insurance holder. Declining billing will not impact access to mental health/social emotional services for your child.

Consent to Bill for Mental Health Services:

_____ (District/LEA) has provided written notification to the child's parents prior to obtaining the one-time parental consent and annually thereafter.

I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal or private insurance and to access these health insurance benefits for applicable services. This will not affect any insurance or benefits I currently have or may receive. The granting of consent is voluntary and may be revoked at any time. If consent is denied, required services will continue to be provided.

Signature: _____ Date: _____

Student Name: _____ Date of Birth: _____

Address: _____ Phone: _____

Insurance Carrier _____

Policy Number/ID: _____ Primary Insurance Y/N: _____

Subscriber Name: _____

Have any questions about this educational benefit or how to connect your student with support? Contact Marilyn Bertolucci, Director of Student Services and Supports mbertolucci@durhamunified.org or (530)895-4697-6020

MOT Manager, Eric Kolstad:

Background:

2026 is expected to be another busy year, with construction planned at the elementary school and improvements at the football stadium. Preparations are underway to ensure both areas are ready for construction.

Transportation continues to be a challenge. The Lion bus remains out of service due to costly repair needs. We are working with Paradise to potentially acquire a bus they no longer need. Athletic programs are heavily using all available vans, and cleanup after use has been inconsistent.

Custodial staff are working diligently to keep the campus clean. Both gyms are used daily for physical education and sports, which makes cleaning between activities challenging. Staffing shortages due to illness and other issues also require staff to cover multiple roles.

Superintendent, John Bohannon:

Superintendent Bohannon shared an update on the math curriculum adoption process. A representative team of elementary, middle school (6th–8th grade), and high school math teachers met on January 12th

to review state-approved curricula. Both the elementary and middle school teams are currently leaning toward the same curriculum, which could allow for a single K–8 adoption and provide greater instructional consistency and streamlined professional development. Sample materials are being collected for teachers to pilot in classrooms, with feedback to be gathered over the coming months. A decision on a potential K–8 adoption is expected within the next few months. Integrated Math I–III are not included at this time due to limited high school curriculum options and may be addressed in a future adoption cycle.

Lastly, we received an update on the TK/K construction project. The project received DSA approval as of January 16th, and the general contractor is currently soliciting subcontractor bids. A guaranteed maximum price contract is anticipated to be presented to the Board at the February 18th meeting. Pending approval, construction is expected to begin on February 23rd. Site preparations, including fencing, removal of materials, bleachers, and technology, have been completed to avoid project delays.

F. Items from the Board: None

G. Consent Agenda:

Trustee McLaughlin made a motion to add the Addendum items and to approve the consent agenda.

Motion: Trustee McLaughlin Second: Trustee Sohnrey Vote: 5/0

H. Informational Items:

1. Quarterly Report on Williams Uniform Complaint (Ed.Code§ 35186(d))

No action was taken on this informational item.

I. Discussion Action Items:

1. ***Discussion/Action:*** Discussion and approval to obsolete the Playground Equipment in the Kindergarten Playground.

After some explanation and discussion Option 1 was approved.

Motion: Trustee Meyer Second: Trustee DuBose Vote: 5/0

2. ***Discussion/Action:*** Discussion and approval of the King Consulting Professional Services Addendum.

After some explanation and discussion these items were approved.

Motion: Trustee McLaughlin Second: Trustee Sohnrey Vote: 5/0

3. ***Discussion/Action:*** Discussion and approval of the Facilities Master Plan (FMP) Phase 3 High School Stadium Bleacher and Pressbox Replacement Project and Lunch Shelter Project Bid.

After some explanation and discussion JCO Engineering was approved.

Motion: Trustee DuBose Second: Trustee Sohnrey Vote: 5/0

4. ***Discussion/Action:*** Discussion of the First Reading of November 2025 Board Policy Updates. (Supporting materials are available for review at the District office or www.durhamunified.org).

No action was taken on this first reading of policy updates.

5. ***Discussion/Action:*** Discussion and approval Second Reading of September 2025 Board Policy Updates. (Supporting materials are available for review at the District office or www.durhamunified.org).

After some explanation and discussion these items were approved.

Motion: Trustee McLaughlin Second: Trustee Sohnrey Vote: 5/0

6. ***Discussion/Action:*** Discussion and approval of the DHS Pressbox and Bleacher and Lunch Shelter Project– High School on-site DSA Inspection Services for the Special Inspector and Material Testing Lab.

Trustee Sohnrey made a motion to approve Discussion/ Action Item 6 and 7 together. After some explanation and discussion these items were approved.

Motion: Trustee McLaughlin Second: Trustee Sohnrey Vote: 5/0

7. ***Discussion/Action:*** Discussion and approval of the DHS Pressbox and Bleacher and Lunch Shelter Project– High School on-site DSA Inspection Services for Inspector of Record.

8. ***Discussion/Action:*** Discussion and approval of CBO's Senior Management Employment Agreement.

After some explanation and discussion these items were approved.

Motion: Trustee Sohnrey Second: Trustee DuBose Vote: 5/0

I. Public Comment on Closed Session Items: None
Moved to Closed Session: 6:45pm

J. Closed Session

1. Conference with Labor Negotiators Agency designated representatives: Board President
Unrepresented Employee(s): Superintendent
(Government Code 54957.6)
2. Conference with Labor Negotiators Agency designated representatives: Superintendent John Bohannon; Employee Organizations: Administrative, CTA, CSEA, and Classified
Confidential (Government Code 54957.6)
3. Public Employee Discipline / Dismissal / Release / Complaint
(Government Code 54957)
4. Public Employee Performance Evaluation: Superintendent
(Government Code 54957)
5. Public employee appointment / employment:
(Government Code 54957)
6. Pending Litigation:
(Government Code: 54956.9 (d) (l)

K. Return to Open Session: 7:20pm

L. Report of Action Taken in Closed Session: None

M. Next Board Meeting Date: Wednesday, February 18, 2026

N. Adjournment: The meeting adjourned at 7:21 p.m.

DURHAM UNIFIED SCHOOL DISTRICT

Board Meeting Date: 2-18-2026

SUBJECT: Approval of the Accounts Payable for January 2026	
PREPARER: Jess Knox, CBO	
RECOMMENDATION:	☑ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☐ Information Only

Background:

Approval of accounts payable for the month of January 2026.

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-343267	01/08/2026	Breanna Valdez	01-5200	Intern Mileage		62.30
3005-343268	01/08/2026	Breanna Valdez	01-5200	Intern Mileage		87.22
3005-343269	01/08/2026	Yanet Martinez	01-5200	Intern Mileage		95.76
3005-343270	01/08/2026	Yanet Martinez	01-5200	Intern Mileage		111.72
3005-343271	01/08/2026	Montgomery, Erika C	01-4300	DIS LIBRARY BOOKS & SUPPLIES		247.52
3005-343272	01/08/2026	Dwyer, Christina G	01-4300	CLASS SUPPLIES		273.79
3005-343273	01/08/2026	Mackie, Nicole	01-4300	PHYSICS SUPPLIES		21.64
3005-343274	01/08/2026	Madera, Hannah R	01-4300	CLASS SUPPLIES		57.18
3005-343275	01/08/2026	Lo, Susie	01-5200	NASP REGISTRATION		114.00
3005-343276	01/08/2026	Partida Pelayo, Maria de Jesus	01-5200	NASP REGISTRATION		114.00
3005-343277	01/08/2026	AB COMMUNICATIONS	01-5900	Monthly service charges 25/26		209.00
3005-343278	01/08/2026	Apperson Education Products, I nc.	01-4300	Scantrons		227.00
3005-343279	01/08/2026	BRADLEY & SON CATTLE, LLC	13-4700	burger patties		509.90
3005-343280	01/08/2026	C.A.P. Inc.	01-5800	Annual ASB Software		179.00
3005-343281	01/08/2026	CDW-G	01-5900	Google Voice		26.89
3005-343282	01/08/2026	CSU - CHICO CASHIERING OFFICE	01-5800	Intern Fees - T. Staiger		650.00
3005-343283	01/08/2026	DANS ELECTRICAL SUPPLY COMPANY	01-4300	Maint. Supplies		681.12
3005-343284	01/08/2026	DURHAM IRRIGATION DISTRICT	01-5800	Concession Stand	96.03	
				Putney & Goodspeed	289.00	
				Putney House	2.00	387.03
3005-343285	01/08/2026	DURHAM REC & PARK DISTRICT	01-5800	After School Program 25/26	33,650.11	
			01-5853	25/26 LiveScan Services	360.00	34,010.11
3005-343286	01/08/2026	Edison Fire Extinguisher	01-5800	DES Semi-annual Maintenance	625.00	
				DHS Semi-annual Maintenance	625.00	1,250.00
3005-343287	01/08/2026	Electrick Motorsports, Inc	01-4300	Golf Cart Keys	18.40	
			13-4300	Golf Cart Keys	36.78	55.18
3005-343288	01/08/2026	GAGER DISTRIBUTING INC	13-4300	25/26 Cafeteria Cleaning Supplies		86.16
3005-343289	01/08/2026	Global Office Inc	01-5600	25/26 District Printer Use		6,502.16
3005-343290	01/08/2026	Gold Star Foods	13-4300	25/26 Cafeteria Food and Products	98.40	
			13-4700	25/26 Cafeteria Food and Products	16,157.18	16,255.58
3005-343291	01/08/2026	HUGHES SKI HUT	01-4300	SKI & SNOWBOARD HELMETS		2,597.94
3005-343292	01/08/2026	Jessee Heating & AC	01-5800	replaced control board		782.36
3005-343293	01/08/2026	King Consulting	23-6250	25/26 Consulting		2,767.50
3005-343294	01/08/2026	MILLER GLASS INC	01-5600	Glass Replacement		4,851.11
3005-343295	01/08/2026	NICHOLS MELBURG ROSSETTO	01-5800	DUSD AG BARN	1,600.00	
				DUSD AG MECHANICS BLDG	3,360.00	
			23-6257	DES TK/K Complex	19,298.50	

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Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-343295	01/08/2026	NICHOLS MELBURG ROSSETTO		DUSD CLASSROOM MODERNIZATION	2,400.00	26,658.50
3005-343296	01/08/2026	Heritage Landscape Supply Grou p	01-4300	25/26 Grounds Equipment		387.49
3005-343297	01/08/2026	O REILLY AUTO PARTS	01-4300	25/26 MOT Supplies		143.10
3005-343298	01/08/2026	OFFICE DEPOT	01-4300	Copy Paper		895.44
3005-343299	01/08/2026	PAYLESS BUILDING SUPPLY	01-4300	MAINT SUPPLIES		81.51
3005-343300	01/08/2026	PG&E	01-5501	PG&E Monthly Electricity		5,592.11
3005-343301	01/08/2026	Philadelphia Security Products	01-4300	Locks		1,244.13
3005-343302	01/08/2026	PRO PACIFIC FRESH	13-4300	25/26 Cafeteria Food and Products	1,574.19	
			13-4700	25/26 Cafeteria Food and Products	17,117.50	18,691.69
3005-343303	01/08/2026	RENTAL GUYS CHICO	01-5600	LIGHT TOWER RENTAL		2,083.34
3005-343304	01/08/2026	RISING STAR SPED ACADEMY	01-5800	I. PHILLIPS		11,931.80
3005-343305	01/08/2026	Rotary Club of Durham	01-5300	25/26 Monthly Meals & Meetings		250.00
3005-343306	01/08/2026	Sutter Buttes Communications	01-5900	25/26 Radio Billing		271.95
3005-343307	01/08/2026	Tyler Technologies, Inc	01-5800	Student Transportation Solutions		307.50
3005-343308	01/08/2026	US TelePacific Corp.	01-5900	District Monthly Phone Usage 25/26		592.68
3005-344162	01/20/2026	Crusberto Gonzalez	01-5800	IEP Transportation		554.40
3005-344163	01/20/2026	Rachel Hockersmith	01-5800	IEP Transportation		386.40
3005-344164	01/20/2026	Juanarena, Jenna S	01-4300	PBIS CANDY		45.38
3005-344165	01/20/2026	Madera, Hannah R	01-4300	CLASSROOM SUPPLIES		29.53
3005-344166	01/20/2026	Dean, Jessica A	01-4300	CLASSROOM SUPPLIES		145.66
3005-344167	01/20/2026	Stromberg, Tristan	01-5200	HOMEHOSPITAL MILEAGE 12.01-12.10.25	58.80	
				HOMEHOSPITAL MILEAGE 12.11-12.19.25	50.40	109.20
3005-344168	01/20/2026	Access Information Protected	01-5800	25/26 Confidential Shredding Services		327.70
3005-344169	01/20/2026	Amazon Capital Services	01-4300	25/26 MOT Supplies	490.89	
				ASB DHS Return	37.88-	
				Bathroom stools	137.85	
				Chromebook Replacement Screens		
				Classroom supplies	170.92	
				Eaton	8.32	
				Headphones and attendance pencils	390.24	
				Health Office Supplies	199.99	
				Homeless Student Supplies	239.14	
				Office	40.15	
				UFLI	332.16	
			13-4300	Food Service Supplies	236.53	
			13-4700	Food Service Supplies	415.83	2,624.14
3005-344170	01/20/2026	APPLE STORE	01-4300	ASB Ipad		527.39

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Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-344171	01/20/2026	AT&T	01-5900	DUSD Internet Services BAN 9391007048		166.80
3005-344172	01/20/2026	BUS WEST LLC	01-4300	BUS 4 - HEAD LAMPS	264.80	
			01-4400	BUS 5 - STOP SIGN	653.18	917.98
3005-344173	01/20/2026	CMEA Northern Section	01-5200	DIS HONOR BAND/HONOR CHOIR		105.00
3005-344174	01/20/2026	COMCAST	01-5900	25/26 District Internet		452.15
3005-344175	01/20/2026	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE/CASHIERING	01-5853	25/26 Fingerprinting		416.00
3005-344176	01/20/2026	DURHAM AUTO PARTS	01-4300	GROUNDS		19.47
3005-344177	01/20/2026	Eagle Architects	25-6200	Bleacher Agreement		8,179.44
3005-344178	01/20/2026	East Bay Restaurant Supply	13-4300	Heated Cabinet		559.96
3005-344179	01/20/2026	FERGUSON ENTERPRISES INC 1693	01-4300	25/26 HVAC Parts		60.28
3005-344180	01/20/2026	Global Office Inc	01-5600	25/26 District Printer Use		1,339.00
3005-344181	01/20/2026	GOPHER - NW 5634	01-4300	P.E. equipment		1,620.81
3005-344182	01/20/2026	HUGHES SKI HUT	01-4300	Additional Helmet		324.74
3005-344183	01/20/2026	Hunt Propane, Inc.	01-4340	25/26 Bulk Propane Delivery		961.32
3005-344184	01/20/2026	Hydrotec Solutions, Inc.	01-5600	DHS Septic Repairs	6,834.41	
			01-5800	DES SEPTIC TANK PUMPING	4,480.00	11,314.41
3005-344185	01/20/2026	LOWES CREDIT SERVICES	01-4300	25/26 Maint Supplies		1,046.87
3005-344186	01/20/2026	MILLER GLASS INC	01-5800	VAN 12		75.00
3005-344187	01/20/2026	MJB WELDING SUPPLY INC	01-5600	CYLINDER RENTAL		12.71
3005-344188	01/20/2026	Model 1	01-4300	CONTROLLER, HEATER ASSEMBLY		180.28
3005-344189	01/20/2026	NORTHGATE PETROLEUM CO	01-4340	25/26 Fuel for MOT		3,695.40
3005-344190	01/20/2026	O REILLY AUTO PARTS	01-4300	25/26 MOT Supplies		229.41
3005-344191	01/20/2026	PAPE KENWORTH	01-4300	25/26 TRANSPORT PARTS & SERVICES	759.44	
			01-5600	25/26 TRANSPORT PARTS & SERVICES	1,773.98	
			01-5800	25/26 TRANSPORT PARTS & SERVICES	306.00	2,839.42
3005-344192	01/20/2026	PG&E	01-5501	PG&E Monthly EV		1,433.16
3005-344193	01/20/2026	RECOLOGY BUTTE COLUSA COUNTIES	01-5503	25/26 Monthly Trash Collection		2,545.84
3005-344194	01/20/2026	Shoes for Crews, LLC	01-4300	E. KOLSTAD SHOES	115.23	
				M. MCDONALD SHOE EXCHANGE	8.07	
				MOT & NUT. SHOES	692.05	
				MOT SHOES	817.61	
				R. MCGUFFIN SHOE EXCHANGE	24.13	
				S. SUIHKONEN SHOE EXCHANGE	24.13-	
			13-4300	MOT & NUT. SHOES	454.18	2,087.14
3005-344195	01/20/2026	SIGLER PEST CONTROL INC	01-5800	25/26 Monthly Pest Control		180.00
3005-344196	01/20/2026	TAHOE PURE WATER	01-4300	25/26 Monthly Water Delivery	29.00	
			01-5300	25/26 Monthly Water Delivery	27.00	

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Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-344196	01/20/2026	TAHOE PURE WATER	01-5800	25/26 Monthly Water Delivery	6.50	62.50
3005-344197	01/20/2026	Tyler Technologies, Inc	01-5800	Student Transportation Solutions		410.00
3005-344198	01/20/2026	Verdant Commercial Capital LLC	01-5600	District Printer Lease 25/26		2,240.64
3005-345122	**01/29/2026**	**Yvette Garcia**	**01-5800**	**IEP Transportation**		**211.68**
3005-345123	01/29/2026	Yvette Garcia	01-5800	IEP Transportation		250.56
3005-345124	01/29/2026	O'Shea, Jona J	01-4300	Class Supplies		152.19
3005-345125	01/29/2026	Rowe, Joshua M	01-4300	MTSS Candy		45.38
3005-345126	**01/29/2026**	**Juanarena, Jenna S**	**01-4300**	**MTSS Candy**		**45.38**
3005-345127	01/29/2026	Ladd, Susan E	01-4300	Library Supplies/Books		202.58
3005-345128	01/29/2026	Gibbs, Dayna L	13-5200	SLIC CO OP Food Show Hotel/Mileage		288.62
3005-345129	01/29/2026	McLean, Mary S	01-4300	DES Art Supplies		74.96
3005-345130	**01/29/2026**	**Trujillo, Anyssa**	**01-4300**	**Class Supplies**		**89.91**
3005-345131	01/29/2026	Lo, Susie	01-5200	School Tour Mileage		27.55
3005-345132	01/29/2026	AB COMMUNICATIONS	01-5900	Monthly service charges 25/26		209.00
3005-345133	01/29/2026	Apptegy, Inc.	01-5900	Thrillshare Media Renewal		7,764.00
3005-345134	**01/29/2026**	**Artistry In Motion Inc.**	**01-4300**	**2026 Graduation Confetti**		**375.80**
3005-345135	01/29/2026	BDJ Tech	01-4400	Wireless Document Camera		556.25
3005-345136	01/29/2026	CDW-G	01-5900	Google Voice		136.75
3005-345137	01/29/2026	Challenge News	24-5800	DHS Stadium/Pressbox publication		161.00
3005-345138	**01/29/2026**	**CHRISTENSEN TELECOMMUNICATIONS**	**01-5600**	**25/26 Phone Repairs**		**95.00**
3005-345139	01/29/2026	Ewing Irrigation Products	01-4300	Seed - grounds		2,472.91
3005-345140	01/29/2026	FERGUSON ENTERPRISES INC 1693	01-4300	25/26 HVAC Parts		355.28
3005-345141	01/29/2026	GAYNOR TELESYSTEMS	01-4300	VERKADA Visitor Management	2,902.79	
			01-5800	**VERKADA Visitor Management**	**32,963.42**	**35,866.21**
3005-345142	01/29/2026	GOPHER - NW 5634	01-4300	PE Supplies		107.13
3005-345143	01/29/2026	JC NELSON SUPPLY CO	01-4300	25/26 Custodial Supplies		2,188.09
3005-345144	01/29/2026	JW PEPPER & SON INC	01-4300	Band Supplies - Sheet Music		218.00
3005-345145	**01/29/2026**	**LOZANO SMITH LLP**	**01-5870**	**25/26 Legal Services**		**1,819.00**
3005-345146	01/29/2026	MILLER GLASS INC	01-5800	Van 4		75.00
3005-345147	01/29/2026	MOBYMAX	01-4200	K-8 Student Licenses		446.00
3005-345148	01/29/2026	NICHOLS MELBURG ROSSETTO	23-6257	DES TK/K Complex		13,400.00
3005-345149	**01/29/2026**	**Heritage Landscape Supply Grou p**	**01-4300**	**25/26 Grounds Equipment**		**124.47**
3005-345150	01/29/2026	O REILLY AUTO PARTS	01-4300	25/26 MOT Supplies		188.18
3005-345151	01/29/2026	Park Sheet Metal	13-5800	DES Kitchen Shelves		3,586.25
3005-345152	01/29/2026	TAHOE PURE WATER	01-4300	25/26 Monthly Water Delivery	29.00	
			01-5800	**25/26 Monthly Water Delivery**	**6.50**	**35.50**
3005-345153	01/29/2026	Tyler Technologies, Inc	01-5800	Student Transportation Solutions		256.25

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Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-345154	01/29/2026	Z Enterprises	01-5800 service call			337.17
				Total Number of Checks	**112**	**262,731.99**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	101	175,404.07
13	CafeteriaSpecialRevenueFund	10	41,121.48
23	BuildingFund 2018C	3	37,866.00
24	BuildingFund 2024A	1	161.00
25	CapitalFacilitiesFund	1	8,179.44
	Total Number of Checks	**112**	262,731.99
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**262,731.99**

23

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.

DURHAM UNIFIED SCHOOL DISTRICT

Board Meeting Date: 02-18-2026

SUBJECT: DUSD 2025-2026 Safety Plan	
PREPARER: John Bohannon, Superintendent	
RECOMMENDATION:	☑ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☐ Information Only

Background:

The proposed Durham Unified School District Safety Plan includes strategies aimed at the prevention of and education about potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both students and staff.

The purpose of the plan is to help school sites identify elements and resources important in improving school climate and safety.

The Safety Plan is required to be approved by March 1st of each year.

This plan is available for public review at the District Office or online at the Durham Unified School District website: www.durhamunified.org

SCHOOL INFORMATION

What is the SCHOOL NAME?	Durham Unified School District
What is the SCHOOL ADDRESS?	9420 Putney Drive
What is the SCHOOL TYPE? CHARTER SCHOOL, PRIVATE SCHOOL, ETC	TRADITIONAL PUBLIC SCHOOL, PUBLIC
What is the ADMINISTRATOR'S NAME? Marty Wilkes (DHS)	Samantha Brown (DES) Josh Rowe (DIS),
What is the SCHOOL PHONE #? 530-895-4685 (DHS)	530-895-4697 (DES), 530-895-4684 (DIS),
What GRADE LEVELS does the school serve?	TK-5 (DES), 6-8 (DIS), 9-12 (DHS)
What is the student population of your school?	525 (DES), 238 (DIS), 327 (DHS)
How many teachers do you have assigned to your school?	26 (DES), DIS (13), DHS (20)
What is your school type?	COMPREHENSIVE
Your school earthquake supplies are stored in the...?	STORAGE LOCATION
What do you call your classroom go-bag? EARTHQUAKE KIT, ETC	GO-BAG, DISASTER BACKPACK,

DISTRICT INFORMATION

What is the DISTRICT NAME?	Durham Unified School District
What is the District HQ address?	9420 Putney Drive
Who is the district Superintendent?	John Bohannon
How is the Superintendent titled?	Superintendent

SAFETY COMMITTEE INFORMATION

Who is the first TEACHER representative?	Christina Dwyer
Who is the second TEACHER representative?	Molly Knobbe
Who is the CLASSIFIED representative?	Eric Kolstad, Dayna Gibbs

Who is the first PARENT representative?	Mike Watner, Chris Bradley
Who is the second PARENT representative?	Angie Merino, Zak Kerns
Who is the FACILITIES representative?	Erik Kolstad
Who is the SCHOOL SAFETY representative?	Principals
What is the name of your LOCAL FIRE AGENCY?	Cal Fire
What is the name of your LOCAL POLICE AGENCY?	Butte County Sherriff Department

REPORTING INFORMATION

What is the email address of the person responsible for website content?

asalindong@durhamunified.org

What is the LOCAL CHILD PROTECTION AGENCY?	Butte County Employment and Social Services Children Services Division
What is the local 24 hr. CHILD ABUSE HOTLINE?	1-800-400-0902
What is the ADDRESS to send child abuse reports?	202 Mira Loma, Oroville, CA 95965

What is the web address to view the LCAP (for crime assessment)?
https://www.durhamunified.org/documents/about-us/plans-and-reports/lcap/281734

DATES AND COMPLIANCE

What date did staff receive training on this plan?	August
Date this plan was provided to law enforcement & fire agencies:	January 22, 2026
What date was this plan adopted?	February 18, 2026
How many fire drills will your school execute this year?	FOUR
How many lockdown drills will your school execute this year?	ONE
How many earthquake drills will your school execute this year?	TWO
Date Appendix B Maps were inserted/reviewed:	Map Dates

OTHER INFORMATION

Which school year does this plan cover (i.e.: 2021/2022)?	2025/2026

Where is your Primary Evacuation site?	**Durham Memorial Hall, Mid Valley Baptist Church**
Where is your Secondary Evacuation site?	Silver Dollar Fairgrounds
Where is your 1,000 feet Evacuation site?	
Where is your off-site reunification place?	Durham Memorial Hall/Silver Dollar Fairgrounds

ADDITIONAL PLAN CREATION CHECKLIST:

Update/insert current phone matrix including names and phone numbers in Appendix E

Attach evacuation maps to Appendix C

- Building evacuation map
- 300-foot site evacuation map
- 1,000-foot site evacuation map
- Off-site relocation/reunification map
- Flood evacuation map

Attach disaster risk maps to Appendix C:

- Flood risk map
- Earthquake risk map
- Fire risk map/'firescore'

Insert ICS command structure for your school or district into Appendix D

Review plan for inconsistent or contradictory information as it applies to your school or district

Table of contents

Contents

SECTION 1: General Information – School Safety 1

Part 1: Comprehensive School Safety Plan Overview 1

Part 2: About the School 4

Part 3: Training and Emergency Drills 4

SECTION 2: Procedures to Ensure Compliance with School Safety Laws 5

Part 1: Maintaining a Safe and Orderly Environment 5

Part 2: Emergency Procedures for Students and Disabilities 7

Part 3: Child Abuse Reporting and Prevention Procedures 8

Mandated Reporting of Child Abuse 8

Part 4: Notifying Teachers of Dangerous Pupils 17

Part 5: School Crime Assessment 18

Part 6: School-wide Dress Code Relating to Gang-Related Apparel (EDC 35183), (BP 5132) 20

Part 7: Safe Ingress and Egress - Safe School Zones: California Penal Code Section 626 21

Part 8: Bullying, Discrimination, Intimidation, Harassment, & Hate Crimes 23

Part 9: Discrimination and Harassment 32

Part 10: Active Assailant Drills 32

Part 11: Reporting and Assessment Procedures 33

Part 12: Sudden Cardiac Arrest Response 35

Part 13: Opioid Emergencies 36

Part 14: Procedures for Immigration Enforcement Notification 37

SECTION 3: Rules and Procedures of School Discipline 38

Part 1: Specific Guidelines 38

SECTION 4: Action Alert Procedures – Classroom Quick Guides 65

General information 65

Notifications 65

Accounting for all persons 65

All clear procedures 66

Part 1: Action Alert - EVACUATE 67

Staff Response: 67

Administrative Evacuate Procedures: 68

Part 2: Action Alert - Relocation and Reunification (off-site evacuation) 69
Staff response: 69
Administrative relocation / reunification response 69
Part 3: Action Alert - Shelter 72
Administrative shelter procedures: 72
Drop, cover, and hold procedures 74
Part 4: Action Alert - Lockdown 75
Staff response: 75
Administrative lockdown procedures: 76
Part 5: Action Alert - Secure 78
Staff response: 78
Administrative secure procedures 79
Part 6: Action Alert - Stay 80
Staff response: 80
Administrative stay procedures 81
SECTION 5: Incident Command System 82
Incident Command Overview 82
Command Team 84
First Aid/Medical Team 86
Psychological First Aid/Crisis Team 87
Search and Rescue Team 88
Security/Utilities Team 90
Supply/Equipment Team 91
Assembly Area Team 92
Request and Reunion Gate Teams 93
Fire Suppression/Hazmat Team 95
Documentation/Command Post Liaison Position 96
SECTION 6: Critical Incident / Disaster Procedures 98
Part 1: General Information: 98
When calling 911 98
Public Employees as Disaster Service Workers 98
Part 2: Accident or Injury (Serious) 100
Part 3: Active Assailant / Gunfire 101
Active assailant (active shooter) general procedures 101
Part 4: Biological/Chemical Weapons 106

General Procedures: 106

Part 5: Bomb Threat 109
Incident command steps: 109

Part 6: Civil Disturbance Procedures 113

Part 7: Cyber-Attack (cyber security) 116

Part 8: Death or Suicide Attempt 116
Death on campus 116

Responding to Student Suicide Actions 118

Suicidal Ideation 119

Part 9: Earthquake Procedures 123
Drop, cover, and hold procedures 123

Incident command steps: 124

What to do Before, During, & After an Earthquake 126

Part 10: Explosion, Aircraft Crash, or Similar Incident 127
Incident command steps: 128

Part 11: Fire Procedures 130
Fire on School Grounds 130

Fire in the Area, Off School Property: 131

Part 12: Flood Procedures 134

Part 13: Food or Beverage Contamination Incident 138

Part 14: Hazardous Material / Chemical Incident 139

Part 15: Mental Health Crisis 141
Psychological 141

School Crisis 141

Responding to students who self-injure 146

Part 16: Missing Student; Location Unknown 149
Description: 149

Missing Student (definition): 150

Classifying the Level of Risk: 150

Age of student, mental or medical status of student, law enforcement response procedures, and circumstances all play a role in how we must respond to a missing student. To that end, the following categories have been established to assess the level of risk concerning a missing student. This determines the school's response as a matter of procedure. As with all planning, not every situation can be predicted. In those cases, best judgement based on this plan should be followed. 151

Critical Missing Criteria: 151

Non-Critical Missing Criteria: 151

Part 17: Public Health Emergency 154

Part 18: Severe Weather Procedures 156

FOR HEAVY RAINFALL: 156

FOR DAMAGING HAIL: 156

FOR SEVERE WIND OR TORNADO: 157

FOR SEVERE HEAT: 159

Part 19: Suspicious Mail/Packages 162

SECTION 7: Communications 165

Critical Incidents 165

Media protocol 165

Emergency Communication Checklist - PIO 166

SECTION 8: Appendices 134

Appendix A: Legal Requirements 167

Appendix B: Evacuation Locations for Durham Unified School District 167

Appendix C: Durham Unified School District Maps 167

Appendix D: Durham Unified School District School Incident Command Structure 167

Appendix E: Durham Unified School District Emergency Notification Matrix 167

Safety Planning Committee Members: (or School Site Council)

Title: **Affiliation:**	**Name:**	**Signature:**	**Date signed:**
Principal/Administrator: Durham Unified School District	Samantha Brown (DES), Lora Fox (DIS), Marty Wilkes (DHS)		
Teacher Representative: Durham Unified School District	Christina Dwyer		
Teacher Representative: Durham Unified School District	Reagan Withrow Molly Knobbe		
Classified Representative: Durham Unified School District	Dayna Gibbs		
Parent (of an attending student) Representative: Durham Unified School District	Mike Watner, Chris Bradley		
Parent (of an attending student) Representative: Durham Unified School District	Angie Merino, Zak Kerns		
Facilities Representative: Durham Unified School District Durham Unified School District	Eric Kolstad		
School Safety/Security Representative: Durham Unified School District Durham Unified School District	Samantha Brown Josh Rowe Marty Wilkes		
Butte County Sherriff Department Representative	Megan McMann, Sheriff Department	Sgt. Casey O'Hearn, Sheriff Department	

Other Member:	Marilyn Bertolucci	Dan Collins, Cal Fire	Jess Knox, CBO
Other Member:	Megan McMann, Sheriff Department	Sgt. Casey O'Hearn, Sheriff Department	

The School Safety Planning Committee or School Site Council adopted this plan for Durham Unified School District on Feb. 18, 2024 for the 2025-2026 school year.

SECTION 1: General Information – School Safety

Part 1: Comprehensive School Safety Plan Overview

Commitment to Safety

The Durham Unified School District is committed to ensuring that students enrolled in our schools, and all employees, attend campuses that are safe and secure. The Durham Unified School District believes that a beginning step toward safer schools is the development of a comprehensive school safety plan by every school within the district. Pursuant to state guidelines, the comprehensive school safety plan is to be reviewed on an annual basis and adopted by March 1st of each year.

A school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The school principal will determine if the comprehensive school safety plan or the school safety plan does or does not meet the student's needs. The principal shall direct the school site council or safety planning committee to make appropriate modifications to the comprehensive school safety plan or school safety plan if necessary.

Consistent with FEMA disaster preparation guidelines, Durham Unified School District has developed a plan for emergencies. This plan includes evacuation procedures for students in our care, communication procedures to keep parents/guardians informed when something happens, and plans to provide care to our students until parents can get to them. We have supplies for basic needs such as drinking water and first aid, and have established working relationships with emergency management officials and first responders.

Background of AB 1747

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 first responder entities in addition to previously identified stakeholders. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and other first responder entities.

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

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

The historical requirement of the comprehensive school safety plan was presented in senate bill 187, which was approved by the governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Summary of Requirements

Comprehensive School Safety Plans are required under SB 1747, SB 719, and AB 115, and shall contain the following elements:

- Assessment of current status of school crime
- Child abuse reporting procedures
- Disaster procedures
    - Drop procedures for earthquake
    - Procedures for persons with disabilities
    - Procedures to allow a public agency to use school buildings during emergency
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- Hate crime reporting procedures
- School wide dress code policies prohibiting gang attire
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on campus

During planning, teams are also required to:

- Consult with local law enforcement and fire department
- Consult with other school site councils
- Update the plan as needed, once per year at a minimum

A copy of the Comprehensive School Safety Plan is available for review at 9420 Putney Drive.

In July of each year, the school reports on the status of the school safety plan, including a description of the key elements and school crime assessment, in the annual school accountability report card.

Safety Plan Purpose

Durham Unified School District's Safety Plan provides an effective method in which to protect the health, safety and well-being of its students, staff, employees and property during a crisis, emergency or disaster. The plan is comprehensive due to the wide variety of known and unknown disasters or emergencies which could occur. While not all crises are addressed, response procedures are easily adaptable to most situations.

Critical incidents can occur at any time, without advance notice or warning, endangering the lives and safety of people at schools and offices. California Government Code, Chapter 8, Division Title 1, sections 3100 and 32101 states: *"All public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law."* It is paramount that this plan be familiar to all staff and that drills be regularly practiced. The key to any plan's effectiveness is the ability to apply it.

It is the sincere hope of Durham Unified School District that no major crisis, disaster, or emergency ever occurs. However, if one does, it is intended this plan will help ensure the safety of students and staff in life threatening circumstances.

Credits

This plan contains school public safety content and information determined by the Durham Unified School District to be 'best practices' from various sources, including the following:

United States Department of Homeland Security

United States Federal Emergency Management Agency

REMS-TA center for School Safety through the United States Department of Education

California Department of Education

California Office of Emergency Services

County of Los Angeles

County of San Diego

County of San Mateo

County of Contra Costa

County of San Bernardino

Butte County Office of Education

Berkley Unified School District

Los Angeles Unified School District

San Ramon Valley Unified School District

Part 2: About the School

The Durham Unified School District is proud of its schools. Durham Unified School District is located at 9420 Putney Drive and serves students in grades TK-5 (DES), 6-8 (DIS), 9-12 (DHS). Durham Unified School District is a public school serving a student population of 465 (DES), 225 (DIS), 309 (DHS) with 26 (DHS), DIS (13), DHS (20) certificated educators.

Questions or concerns regarding any aspect of Durham Unified School District should be directed to the school administrator, Samantha Brown (DES), Lora Fox (DIS), Marty Wilkes (DHS), who may be reached by calling 530-895-4697 (DES), 530-895-4684 (DIS), 530-895-4685 (DHS).

Part 3: Training and Emergency Drills

Durham Unified School District provides training on this plan to its staff at the beginning of each school year. During this training, staff reviews our school's Action Alerts, choosing appropriate Action Alerts to various emergency incidents and disasters, conducts review of randomly selected emergency events and procedures outlined in this plan, reviews child abuse reporting procedures, and discusses school safety procedures. Staff also reviews the incident command system as outlined in this plan as well as relocation/reunification procedures for ensuring the safety of our student population and the reunification of families during/after critical incidents. This training is conducted at the beginning of each school year. This year, training on this plan was, or will be, conducted on Staff Development Day in August and followed up at staff meetings throughout the school year.

Durham Unified School District conducts school-wide drills for Fire, Earthquake, and Lockdown. Additional drills may be added throughout the year. We conduct FOUR fire drills each year, wherein we engage the student population and walkthrough an evacuation to our fire evacuation area. ONE lockdown drill per year is conducted, designed to provide students and staff with knowledge and to create reaction memory in response to one of our Action Alerts. Lockdown drills are designed so as to avoid trauma or triggers, and discussions are calm with controlled responses. The state of California participates in the national campaign "Shakeout" and, as with other drills, mandates earthquake drills be performed each year. At Durham Unified School District, we participate in the shakeout campaign, conducting an earthquake drill once each year. During the drill, mandated techniques such as 'Drop, Cover, & Hold' are taught and practiced. Special accounting for persons with disabilities are also engaged through modified approaches such as 'Lock, Cover, & Hold on' which teach alternatives to the 'Drop, Cover, & Hold' protocols. All drills are designed to better prepare our school community to appropriately respond to various critical incidents and come through them safely.

Community input and involvement is welcome as we work together to provide safer schools for our community.

SECTION 2: Procedures to Ensure Compliance with School Safety Laws

Part 1: Maintaining a Safe and Orderly Environment

It is a priority of the administration and staff at Durham Unified School District that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, inclusive, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Durham Unified School District administration encourages staff to teach students the meaning of human dignity and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff will encourage and reward success and achievement, participation in community projects, and positive student conduct.

Durham Unified School District promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations and instill relational skills to be used throughout a lifetime. Staff receives training which implements and supports conflict resolution (California Education Code sections 32230-32239, 35160, 35160.1, 44806).

Durham Unified School District remains in compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

Conduct

Durham Unified School District administrators believe 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, while going to or coming from school, while at school activities, or while using Durham Unified School District transportation.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with the Durham Unified School District Board Policy and Administrative Regulations. Students and parents/guardians shall be notified of school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment or bullying of students or staff, including, but not limited to, cyber-bullying, Intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption, in accordance with the section entitled "bullying/cyber-bullying" below. Cyber-bullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a phone, computer, or any wireless communication device. Cyber-bullying also includes accessing another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Damage to, or theft of, property belonging to students, staff, or Durham Unified School District.
5. Possession or use of a laser pointer, unless used for a valid instructional or other school related purpose, including employment. Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
6. Use of profane, vulgar, or abusive language.
7. Plagiarism or dishonesty on school work or tests.
8. Inappropriate attire.
9. Tardiness or unexcused absence from school.
10. Failure to remain on school premises in accordance with school rules.
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, they shall refer the matter to their supervisor for further investigation.

Students who violate school rules may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Durham Unified School District board policy and administrative regulations.

Students also may be subject to discipline, in accordance with law, board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Part 2: Emergency Procedures for Students with Disabilities

Individualized emergency procedures may be developed for students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

The principal or the principal's designee is responsible for identifying students who require additional assistance during emergencies. The principal or designee will collaborate with designated certificated staff (including classroom teachers) and ensure that the Comprehensive School Safety Plan meets the needs of every student.

Any documents or individualized plans created for a specific student are confidential, will not be released to the public, and will be used solely for internal purposes.

Part 3: Mandated Reporting of Child Abuse and Homicidal Threat

Mandated Reporting of Child Abuse

Child abuse reporting law (Penal Code section 11166) and administrative regulation requires that any Durham Unified School District employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Durham Unified School District, protecting students from abuse is a major priority. Each year the staff discussions take place regarding child abuse indicators and to remind teachers of the procedures to follow when abuse is suspected.

Employees of Durham Unified School District are familiar with Penal Code section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to the Butte County Employment and Social Services Children Services Division by telephone. Employees are aware that a call must be followed within at least 36 hours by a written report to the designated child protective agency. (See 'Reporting Procedures' below)

The determination as to who should be contacted will depend greatly upon the situation at hand. The Butte County Sherriff's Department may dispatch a unit to the school as soon as possible, as a result of the report. Social services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk. If in doubt, it is better to err on the side of caution by calling the Butte County Sherriff's Department or dialing 911.

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to

report suspected abuse on the part of school personnel could lead to penalties which might be imposed on those individuals. Durham Unified School District board policy is continually updated to reflect appropriate legislation.

"... any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instances of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident." -California Penal Code section 11166

Child abuse – as defined by law, pursuant to Penal Code 273 and 11165, and for purposes of this regulation includes the following:

a. Physical abuse resulting in a nonaccidental physical injury.
b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
c. Sexual abuse including both sexual assault and sexual exploitation.
d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
e. Severe corporal punishment.

Reasonable suspicion – means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse. (California Penal Code 11166) 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.

Reporting Procedures

1. To report known or suspected child abuse, any employee shall report by telephone to the **Butte County Employment and Social Services Children's Services Division.** at 1-800-400-0902.

   The telephone report must be made immediately, or as soon as practically possible upon suspicion. The verbal report will include:

   a. The name of the person making the report
   b. The name of the minor
   c. The present location of the minor
   d. The nature and extent of any injury
   e. Any other information requested by the **Butte County Employment and Social Services Children's Services Division.**, including the information that led the mandated reporter to suspect child abuse

f. At the time the verbal 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. Within 36 hours of making the telephone report, the mandated reporter will complete and mail a written report to the **Butte County Employment and Social Services Children's Services Division.** at 202 Mira Loma, Oroville, CA 95965
   The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572)
   The mandated reporter may request and receive copies of the appropriate form either from the Durham Unified School District or directly from the **Butte County Employment and Social Services Children's Services Division.** Mandated reporters may request assistance from the administrator of Durham Unified School District in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.
3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Superintendent or designee.
4. Administrators who are notified of suspected child abuse shall provide the mandated reporter with any assistance necessary to ensure that the verbal and written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the Director may assist in the completion and filing of forms.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six months or by a fine of not more than $1000, or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to a Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Director ***shall not*** notify the parent or guardian as normally required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian. It is the responsibility of the peace officer to notify the parent or guardian of the situation.

*Peace officers will need to sign an appropriate release or transfer of custody form to be kept in the student's confidential file.

Board Policy
BP 5141.4

CHILD ABUSE PREVENTION AND REPORTING

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

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

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community

resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Administrative Regulations

AR 5141.4 REGULATIONS REGARDING CHILD ABUSE PREVENTION AND REPORTING

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; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on 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 district 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 district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)
Such reports shall be made to the following agency(ies):

Butte County Children's Services Division
25 County Center Dr
Oroville, CA 95965
1-800-400-0902
https://www.buttecounty.net/dess/Services/Childrens-Services

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 district 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)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
b. The child's name and address, present location, and, where applicable, school, grade, and class

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

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to 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, 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 district 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 district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee 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. The district also shall

provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)
Before beginning employment, any person who will be a mandated reporter by virtue of 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 Superintendent or designee. (Penal Code 11166.5)
Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.
The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of 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)

2. 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 district 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)

Mandated reporting of homicidal threat.

Pursuant to Senate Bill 906 in effect as of January 1, 2023, any school employee interacting with students grades 6-12, who observes a threat or perceives a threat that a student is going to "commit a homicidal act related to school or school activity" is to immediately report such threat to law enforcement (49393 EDC).

Any report of homicidal threat must include any evidence associated with the threat. If two or more employees observe the same concerning conduct, it is sufficient that only one report it to law enforcement.

A "threat or perceived threat" is defined by the law as: "any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity." (49390(e) EDC). A threat or perceived threat may be based on a student's "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 pupil." A threat or perceived threat may also be based on "a warning by a parent, pupil, or other individual."

If law enforcement receives notification of any threat related to a school or school activity, they are to immediately investigate and assess the reported threat, and the LEA must support the investigation.

The investigation must include a review of the firearm registry and a search of the school if reasonable suspicion exists (49394 EDC). The search is mandated by law, and the school is mandated to cooperate.

Professional Boundaries between employees and students

Durham Unified School District Policy 4119.24: Maintaining Appropriate Adult-Student Interactions states, "The Board expects all adults with whom students may interact at school or in school-realted activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with student both within and outside the educational environment."

Employees receive annual training on "Understanding Boundaries" through the Keenan SafeSchools training platform. The course is designed to identify opportunities for prevention through policies and practices that protect both staff and students, and to review the responsibilities of school staff members as mandatory reporters of child abuse.

A list of inappropriate conduct is included in the board policy and includes restrictions on electronic communications, including social media. See the board policy Board Policy 4119.24

Part 4: Notifying Teachers of Dangerous Pupils

When the Durham Unified School District Superintendent becomes aware that a student has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, and especially acts of violence, and with the exception of the possession or use of tobacco products, a separate and confidential file shall be created for that student. This information shall be based upon written district records and/or records received from a law enforcement agency. (California Education Code 49079)

When such a student is assigned to a teacher, the Superintendent or designee shall provide the teacher with written notification of the existence of information pursuant to EDC 49079, and shall not name or otherwise identify the student. The teacher is asked to review the student's separate and confidential file in the office, at which time the student's identity will be made known confidentially. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further, including verbally. This shall apply to all certificated personnel who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches, and counselors. (California Education Code 49079, California Welfare and Institutions Code 828.1)

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Superintendent or designee *may* so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. (California Welfare and Institutions Code 828.1)

California Education Code section 49079:

a) *A school district shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of section 243 of the California Penal Code, to another person. The district shall provide the information to the teacher based on any written records of the district maintains or receives from a law enforcement agency regarding a student described in this section.*
b) *No school district shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that the district has made a good-faith effort to notify the teacher.*
c) *The information provided shall be from the previous three school years.*
d) *Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by that teacher.*

Part 5: School Crime Assessment

In compliance with SB 187 SP 334, the Durham Unified School District will compile statistics pertaining to school crime committed on, or adjacent to, its school campuses. Durham Unified School District will provide an annual analysis of incidents in the school safety section of its annual Local Control and Accountability Plan (LCAP). Information obtained will assist Durham Unified School District and the Durham Unified School District in developing programs to reduce incidents of crime in schools. This assessment may include information obtained from the following sources:

- Office Referrals
- Attendance Rates
- Suspension/Expulsion Data
- California Healthy Kids Survey
- School Improvement Plan
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

Each year, the school site council reviews this data and outlines plans for improvement in areas where needed.

Part 6: School-wide Dress Code Relating to Gang-Related Apparel (EDC 35183), (BP 5132)

The Governing Board holds high expectations for students and believes they will present themselves in an orderly manner conducive to the advancement of education. Their appearance is expected to be neat and acceptable to the general society and in keeping with the activity at the particular program.

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.

Students

The expression of a student's uniqueness and individuality by means of the student's dress is recognized. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

- Unsafe, either for the student or those around the student
- Disruptive of school operations and the education process in general
- Contrary to law
- Promotes alcohol, drug, or tobacco use

No restrictions on freedom of dress and adornment will be imposed which:

- Reflect discrimination as to civil rights
- Enforce particular codes of morality or religious tenets
- Attempt to dictate or adjudicate style or taste.

The Governing Board considers this to be a judgment area of the program administrator. 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 student's 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 dress code may result in disciplinary action.

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

Part 7: Safe Ingress and Egress - Safe School Zones: California Penal Code Section 626

General Information

The Durham Unified School District takes pride in schools and has a mission to provide a safe environment for all students, parents/guardians, school employees. Our schools take measures to assure safe ingress and egress to and from the school for pupils, parents/guardians, and school employees. Safe ingress and egress will be maintained by periodical review of procedures for ingress and egress. Our schools will ensure that all passageways to and from school buildings, corridors with in school buildings, and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic.

A Safe School Zone, according to the California Penal Code Section 626, is any area within 1,000 feet of a school and any area within 100 feet of a designated bus stop during regular school hours or within 60 minutes before or after any school-sponsored activity on the campus. Safe school zone laws will be enforced during these times and all suspicious activity will be reported to police.

Schools within the Durham Unified School District have developed plans to ensure the safe arrival and departure of students, staff, and visitors. We encourage input from our community and we review these plans on an annual basis. Any problems associated with safe ingress and egress will be addressed immediately. If you have concerns regarding safe ingress and egress, please contact Durham Unified School District directly.

Signage clearly displaying Durham Unified School District's name and address are prominently displayed to facilitate ease of locating the school, its entrance, and proper ingress/egress not only for parents/guardians, staff, and students, but also for first responders. Building numbers are clearly marked and maintained. Emergency curbs are marked with red paint and parking signage correctly delineates appropriate parking areas for staff and visitors.

The entrance to Durham Unified School District is clearly marked and designated as the primary point of ingress and egress. Directional signage indicates traffic flow and creates consistency in entering and exiting the facility. All visitors are required to check in at the reception area utilizing designated check-in protocols. If there are questions, please ask. Do not enter the school grounds without checking in.

Visitors on School Campuses

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

To ensure the safety of students and staff and minimize interruption of the instructional program, procedures have been established which facilitate visits during regular school days. Visits during school

hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic recording device may be used by any person in a classroom without the teacher's AND principal's permission.

Durham Unified School District encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing appropriate complaint processes if there are concerns with any program or employee. The principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of a Registered Sex Offender on School Campus

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

The principal shall indicate on the written permission the date(s) and times for which permission has been granted and is valid.

Part 8: Bullying, Discrimination, Intimidation, Harassment, & Hate Crimes

General Information

The Durham Unified School District believes that all students have a right to a safe and healthy school environment. To that end the district, its schools, and the community have an obligation to promote mutual respect, tolerance, and acceptance. Any act of bullying, intimidation, or harassment, including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threatened to cause, or are likely to cause bodily harm, social isolation, manipulation, or personal degradation, will not be tolerated. This includes on any campus, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during lunch whether on or off campus.

Descriptions:

- **Bullying** is behavior which seeks to harm, intimidate, harass, or coerce someone who is perceived as vulnerable. This type of behavior is usually ongoing or repeated, and often targets the same individual or individuals.

- **Discrimination** is the unjust or prejudicial treatment of a person or persons based on specific classifications as defined and protected under the constitution and state or federal law. Examples include, race, age, sex, religion, color, national origin, and disability.

- **Intimidation** is to force into, or deter from, some action by inducing fear.

- **Harassment** is ongoing cruel, threatening, or insulting behavior.

- **Hate crimes** are crimes which are committed against persons belonging to protected classes and motivated by discrimination or hate. It is important to understand the difference between crimes and free speech. While speech itself is not usually a crime, it can be if it is threatening. Non-criminal speech may still violate district or school policies and may result in disciplinary action.

- A "**school related**" or "**school sponsored**" activity is an activity that is approved by the Superintendent and or their designee and supervised by assigned school personnel.
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Bullying and Intimidation
BP 5131.2

The Board 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 DUSD 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 intra-district or inter-district 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.

AR 5131.2

Definitions

Bullying is an unwanted, 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 involves repetition or potential repetition of a deliberate act.

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

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

1. Physical bullying 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

2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying 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

4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

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

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. 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

4. 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 classrooms, playgrounds, hallways, restrooms, and cafeterias

5. 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 make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (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:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

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/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee

who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

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.

Information and Resources

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades 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 web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Sexual Harassment

Sexual harassment of or by any student by anyone in or from the school is prohibited.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they do not need to endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The board expects students or staff to immediately report incidents of sexual harassment to the Director or designee or to another Durham Unified School District administrator.

Any student who feels that he/she is being harassed should immediately contact the Director or designee or another district administrator in order to file a complaint.

The Durham Unified School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated any way that respects the privacy of all parties concerned.

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:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individuals academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited throughout the Durham Unified School District in which may constitute sexual harassment include:

- Unwelcome and ongoing leering, sexual flirtations, or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, or overly personal conversation.
- Sexual jokes, stories, drawings, pictures, or gestures.
- Spreading sexual rumors.
- Touching an individual's body or clothes in a sexual way.
- Cornering or blocking abnormal movements.

- Displaying sexually suggestive objects.
- Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or someone cooperating in the investigation of a sexual harassment complaint.

Enforcement

The Superintendent, Principal or designee shall take appropriate actions to reinforce Durham Unified School District's sexual harassment policy. These actions may include:

- Removing vulgar or offending graffiti.
- Providing staff in-service and student instruction or counseling.
- Taking appropriate disciplinary action as needed.

Hate Crime Reporting Procedures and Policies

Crimes against persons of any kind will not be tolerated by the school and will be reported to law enforcement. In addition to and separate from any law enforcement action which may take place, school discipline may be administered. Crimes which are committed against persons of protected classes AND are committed primarily because of that person's status within a protected class are subject to criminal enhancements. This is called a 'hate crime' and is handled by law enforcement and the justice system. Criminal enhancements can substantially increase punishment for those crimes. If you believe you are a victim of crime, you are encouraged to report the crime to law enforcement. You are also encouraged to report any crimes to school administration. Law enforcement and school administration have different roles. While situations may be handled differently, they are handled in cooperation with each other, as well as prosecutors and victim services. Your school can be a good resource for services you may need if you are a victim of crime.

It is important to understand the difference between crimes and free speech. While speech itself is not usually a crime, it can be if it is threatening. Non-criminal speech may still violate Durham Unified School District policies and result in discipline.

The Superintendent of designee will maintain documentation of hate crimes which occur on or related to Durham Unified School District.

If any district or school employee is notified of the occurrence of a hate crime related to Durham Unified School District, they shall immediately notify the Superintendent of Durham Unified School District and obtain medical services via 911 for the victim if appropriate.

If the victim of the hate crime is a student or minor, the district or school employee shall document the facts in writing to the best of their ability, including names, dates, times, and details of the event or incident reported. Actions taken by the employee shall be included in the report. The report shall be provided to the site administrator as soon as possible.

Part 9: Discrimination and Harassment

The Durham Unified School District has a discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

Policy Sections:

SP 5145.3 – Non-Discrimination/Harassment and Intimidation

AR 5145.3 – Regulation Regarding Non-Discrimination/Harassment and Intimidation

Policy Location:

The policies can be found using the link below and clicking "Series 5000 – Students."

Durham Unified Board Policies

Part 10: Active Assailant Drills

The Durham Unified School District utilizes the federal Run, Hide, Fight model when preparing for active assailant incidents. Run, Hide, and Fight training is completed with staff through discussions and tabletop exercises. Emergency training with students and staff includes lockdown drills, focusing on:

- Locking doors
- Covering windows
- Identifying safe areas
- Testing communication systems

High-Intensity Drills

The Durham Unified School District does not conduct high-intensity drills that simulate active assailant incidents. These include:

- Theatrical makeup, blood simulations, or gunshot wound effects
- Actors posing as assailants or victims
- Simulations encouraging physical resistance (e.g., throwing objects, swarming)
- Use of real weapons, blanks, or explosions

Drill Implementation Approach

When designing any drills that prepare for an active assailant incident, SCHOOL NAME ensures:

- Drills are age-appropriate and developed with guidance from school-based mental health professionals.
- Parents, guardians, teachers, administrators, and staff receive prior notice, including the expected duration of the drill.
- Parents and guardians can opt out.

- Drills are announced immediately before and after completion.
- Notification is sent to parents once the drill concludes.
- Resources for anyone who is negatively affected by a drill

Part 11: Reporting and Assessment Procedures

Durham Unified uses a multidisciplinary behavioral threat assessment team to respond to and assess any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, school-sponsored activity, or on a school bus. The behavioral threat assessment team can also be utilized to assess any concerning or prohibited behavior.

Part 9 of the Comprehensive School Safety Plan provides an overview of Durham Unified's behavioral threat assessment protocols. The complete protocol is in the Durham Unified behavioral threat assessment model policy and protocol guide.

Multidisciplinary Threat Assessment Team

- **Scope** - Durham Unified will conduct a behavioral threat assessment on students (current, former, and prospective); employees (current, former, and prospective); parents/guardians of students; persons who are (or have been) in a relationship with faculty, staff, or students; contractors, vendors, or other site visitors; persons in close proximity to the school who elicit concern; or unaffiliated persons whose behavior indicates they may pose a risk of harm to the school community.
- **Team Leader** - The team leader will be the principal at each school site. The team leader will be responsible for receiving reports of threats at their school sites and triaging threats as they are received.
- **Multidisciplinary Team** – There will be multiple individuals assigned to the team. The team should consist of the school principal and a school psychologist, a teacher, a coach, or another school administrator. The goal is to create a team of highly trained school personnel with diverse positions, backgrounds, and experience.
- **Interviews** - Interviews of classmates, teachers, parents, the student of concern, or any other person of interest will be assigned to team members by the team leader. Interviews will not be shared with anyone without the team leader's approval.
- **Concerning Behaviors** – A concerning behaviors exist on a continuum from dangerous, violent, or unlawful activity at school, school sponsored activities, and/or school-based transportation to noticeable changes in behavior/demeanor/appearance, marked decline in performance, and/or social withdrawal. A concerning behavior does not need to be explicitly illegal, dangerous, or violent in nature, but would be thought concerning by a reasonable person considering the totality of the circumstances.
- **Team Meetings** – The team will be assembled whenever the team leader determines a report or a threat or concerning behavior needs to be evaluated. At a minimum, the team will meet in January and August of each year to engage in learning activities or scenario-based training and to evaluate the team's roles and responsibilities.

- **Law Enforcement Threshold** – Law enforcement needs to be contacted for any reports of weapons or homicidal threats. If the reporting person perceives any concerning behavior to indicate a serious injury or death, law enforcement should be contacted immediately.
- **Documentation** – All documentation and any notes should be completed on the Durham Unified behavioral threat assessment forms. The completed threat assessment forms and associated corroborating documents should be maintained as a part of the student of concern's education record and/or the school's files for future reference. Release of any student information will need approval of the team leader and will comply with FERPA, local and state laws, and district policies.
- **Community Systems Approach** – This approach identifies various sources from which the team can gather information. Sources could include (but are not limited to) interviews, social media, class assignments, desk or locker areas, law enforcement records, employment records, prior or current school records, mental health or social services records, and community groups.

Reporting

Durham Unified acknowledges the need for multiple paths to report concerning behaviors.

Durham Unified primarily receives reports through a trusted adult on the school campus. Any staff member who receives a report of a concerning behavior will immediately notify the school administrator or designee. If a report is received on a bus, the bus driver will notify the school administrator where the student of concern attends.

Any person making a report to a school official or trusted adult can request their information remain confidential when making the report. Personal information may still be shared with the multidisciplinary team, law enforcement, and other supporting agencies assisting with the process.

The team will train school staff, students, and parents about concerning behaviors and how to access the different reporting options.

Durham Unified Threat Assessment Model

The School Threat Assessment Protocol involves 3 Phases. Each phase will be described briefly here, before being explained in more detail below. When the threat assessment team at a school receives a report, ***Phase 1*** of the Threat Assessment Model Protocol is initiated.

Phase 1:

Initial response and Information gathering. Phase 1 of the behavioral threat assessment process includes initiating emergency protocols when appropriate and moving through the initial information-gathering stage. Initial information is gathered through interviews with relevant parties, and an initial Classification Level is determined.

If the result of Phase 1 is a Classification Level of moderate, high, or imminent, the team should proceed to ***Phase 2*** of the Threat Assessment Model Protocol for additional information gathering (a Classification Level of low will progress directly to Phase 3).

Phase 2:

Additional Information Gathering and Risk Classification. Phase 2 of the behavioral threat assessment process includes opportunities for additional information gathering for individuals with an initial Classification Level of moderate, high, or imminent. Additional information gathering includes identification of other factors of concern, protective factors, as well as additional sources of information. At this stage, the team will review and adjust the Classification Level as appropriate based on the findings from the additional information-gathering process.

All behavioral threat assessments will proceed to ***Phase 3*** of the Threat Assessment Model Protocol, where the team develops a plan to intervene and manage the concern.

Phase 3:

Intervention and Case Management. Phase 3 of the behavioral threat assessment process includes identifying and implementing intervention and risk mitigation strategies. This should include a *Case Plan* to assist with case management strategies.

Part 12: Sudden Cardiac Arrest Response

In the event of an unresponsive individual:

1. Staff will notify the front office of the nature and location of the incident and call 9-1-1 immediately.
2. The front office will:
    - Dispatch staff to gather medical supplies and the Automated External Defibrillator (AED).
    - Announce a school-wide emergency "STAY" message with the emergency details.
    - Direct staff to meet and guide emergency personnel.
    - Notify the school site administrator.
3. Administrators will:
    - Clear the area of additional students.
    - Ensure emergency personnel have clear access.
    - Notify the parents if the unresponsive individual is a student.

AED Availability

Durham Unified School District has AEDs in the following locations; DES Health Office, DIS Health Office, DIS Gymnasium, DHS Health Office, DHS gymnasium, DHS football field snack bar, and DHS baseball tower. All AED units are unlocked and have opioid overdose reversal agents (Narcan) with them. All DHS athletic teams, per NSCIF guidelines, make an Athletic Emergency Action Plan, unique to their team practice and game locations.

Each DHS athletic team practices their Emergency Action Plan, utilizing their closest AED unit. All Durham Unified classrooms and offices are being installed with Stop the Bleed Kits. Durham staff were trained by Cal Fire in emergency Stop the Bleed training.

CPR and AED Training

The Durham Unified School District does not offer CPR and AED training on site. If CPR/AED training is not mandated as part of the employee's job description, the training is optional to that employee.

Part 13: Opioid Overdose Procedures

Schools that serve pupils in grades 7 to 12 require a protocol to be established in the event a pupil is suffering or is believed to be suffering from an opioid overdose.

Having considered historical school-related opioid emergencies and the available emergency services, the implementation of a program for the administration of emergency intervention medication is necessary.

School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel. School nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering or believed to be suffering from an opioid overdose.

Following California Education Code Section 49414.3, training shall include the following:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and contact the pupil's parent or guardian
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

- A description of the volunteer request states the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.

- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.

After Naloxone has been administered, a person may regain full consciousness, increased breathing, and regular vital signs. Emergency services still need to be contacted and respond to the emergency location.

Part 14: Procedures for Immigration Enforcement Notification (Effective March 1, 2026)

Confirmation of Immigration Enforcement Presence

Upon confirmation that immigration enforcement personnel are present on the school site, the Principal or designee shall initiate the notification procedures outlined in this section.
Immigration enforcement includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

Timing and Method of Notification

The Principal or designee shall notify parents and guardians of pupils, teachers, administrators, and school personnel of the presence of immigration enforcement as soon as practicable, while considering the following:

1. **Safety First:** Timing of the notification shall prioritize the physical safety and emotional well-being of pupils, employees, and community members.
2. **Communication Channels:** Notifications shall be delivered using the school site's designated official communication channels. The school site shall ensure that all parents/guardians, teachers, administrators, and school personnel are informed of these channels in advance of any notification regarding immigration enforcement.

Content of Notification

Notifications issued by the school site:

1. **Shall inform** recipients that immigration enforcement personnel have been confirmed present on the school site.
2. **Shall not include** any personally identifiable information.
3. **May include** a hyperlink to additional resources for families, including but not limited to:
    - Information about educational rights.
    - State laws protecting student and family privacy and confidentiality.
    - Counseling or support services for those impacted by immigration enforcement.

SECTION 3: Rules and Procedures of School Discipline

Part 1: Specific Guidelines

Regulations Regarding Discipline (AR 5144)

In developing site-level disciplinary rules, the principal or designee shall solicit the participation,

Views, and advice of one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. As appropriate, personnel involved in school security
5. For middle and high schools, students enrolled in the school

School rules shall be communicated to students clearly and in age-appropriate manner. It shall

Be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies

Positive behavior support for student behavior includes and is not limited to: restorative practices, social emotional learning [SEL], universal design for learning [UDL] and trauma responsive practice. To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is require by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

15. Reassignment to an alternative educational environment

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

Corporal Punishment

The use of corporal punishment as defined in Education Code § 49001 is prohibited as a disciplinary measure or intervention against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

Corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment.

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the county Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. This community service option is not available for a student who has been suspended or pending expulsion. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension.

Notice to Parents, Guardians, and Students

At the beginning of the school year, the Durham Unified School District superintendent or designee shall notify parents/guardians, in writing, about the availability of Durham Unified School District rules related to discipline.

The Durham Unified School District administrator or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in Durham Unified School District.

Regulations Regarding Suspension and Expulsion / Due Process (5144.1)

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following:

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

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

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in education code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel.

Day means a calendar day unless otherwise specifically provided.

School day means a day upon which the schools of the Durham Unified School District are in session or weekdays during the summer recess.

Student includes a student's parent/guardian or legal counsel.

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office.

School property, for the purposes described in education code 48900, includes, but is not limited to, electronic files and databases.

Notice of Regulations

At the beginning of each school year, the Superintendent of designee shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion.

Grounds for Suspension and Expulsion: Grades k-12

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in health and safety code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in health and safety code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as controlled substance, alcoholic beverage, or intoxicant.

5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.

7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11. Knowingly received stolen school property or private property.

12. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

13. Committed or attempted to commit a sexual assault as defined in penal code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in penal code 243.4.

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug soma.

16. Engaged in, or attempted to engage in, hazing.

Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.

Hazing does not include athletic events or school-sanctioned events.

17. Engaged in an act of bullying.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with her/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in education code 48900.2, 48900.3, or 48900.4 and below under "additional grounds for suspension and expulsion: grades 4-12," that has any of the effects described above on a reasonable student.

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

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

A. A message, text, sound, video, or image

B. A post on a social network internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

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

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in penal code 31. Note that a student may be suspended but not expelled for aiding or abetting as defined in penal code 31, the infliction or attempted

Infliction of physical injury to another, but any student who aids or abets a crime of physical violence which the victim suffered great bodily injury or serious bodily injury is subject to suspension or expulsion as provided in item #1 above.

19. Made terrorist threats against school officials and/or school property.

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Additional grounds for suspension and expulsion: grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. In addition, a student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in education code 212.5.

Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in education code 233.

Hate violence means any act punishable under penal code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

3. Intentionally engaged in harassment, threats, or intimidation against Durham Unified School District personnel or its students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any school under the jurisdiction of the Durham Unified School District, including, but not limited to, the following circumstances:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program.

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities. Administrators may take appropriate action when information becomes available about student misconduct that originates away from school grounds or school activities that has a direct and detrimental effect on or seriously threatens the discipline, education environment, safety or general welfare of students, faculty, staff and/or administrators of the Durham Unified School District schools. When assessing the impact of conduct or behavior originating away from school grounds, staff, students, and/or the educational environment, school administrators will take into consideration the seriousness of the alleged student conduct and the protection of students, faculty, staff and administrators from the effects of violence, drugs, disruption of the educational environment, or other relevant factors. School administrators should evaluate each situation relating to conduct originating away from school ground son a case-by-case basis.

Student conduct originating away from school grounds, which may be subject to discipline as provided herein includes but is not limited to electronic acts that result in a substantial disruption to the educational environment, or for which a substantial disruption to the educational environment is reasonably foreseeable under the circumstances.

Removal from class by a teacher/parental attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in education code 48900 and listed as items #1-19 under "grounds for suspension and expulsion" for grades allowable under education code.

A teacher also may refer a student to the principal or designee for consideration of suspension from school. When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal.

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed.

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal.

In the Durham Unified School District Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law.

Suspension by Superintendent, principal, or principal's designee

The Superintendent or principal shall immediately suspend any student found at school or at a school activity to be:

1. Possessing, as verified by a Durham Unified School District employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. The act of possessing an imitation firearm, defined under education code § 48900, subdivision [m], is not an offense for which suspension or expulsion is mandatory, but is an offense for which suspension, or expulsion pursuant to education code § 48915, subdivision [e]

2. Brandishing a knife, at another person

3. Unlawfully selling a controlled substance listed in health and safety code § 11053-11058

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in education code § 48900 subdivision [n]

5. Possession of an explosive pursuant to title 18 united states code § 921, explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the united states secretary of army as suitable for sporting purposes) which might be converted to project an explosive.

The Superintendent or principal may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "grounds for suspension and expulsion: grades k-12" above or if the student's presence causes a danger to persons. For all other offenses, a student may be suspended when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. The assistant Superintendent or principal may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion.

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Durham Unified School District may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year.

Suspensions shall be initiated according to the following procedures:

1. Informal conference: suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or principal's designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required under education code § 48900.5, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

2. Administrative actions: all requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

3. Notice to parents/guardians: at the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension.

This notice shall state the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the

parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/guardian conference: whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference.

5. Extension of suspension: if the Superintendent is considering recommending expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Governing Board has decided, provided the following requirements are following:

A. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

B. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

C. If the student involved is a foster youth, the Superintendent or designee shall notify the liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting

D. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the liaison for homeless students.

Supervised suspension classroom

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply:

1. The supervised suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.

3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing.

Authority to expel

A student may be expelled only by the Governing Board. As required by law, the Superintendent or designee, shall recommend expulsion and the Governing Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds:

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

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in health and safety code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in penal code 261, 266c,

286, 288, 288a, or 289, or committing a sexual battery as defined in penal code 243.4

6. Possessing an explosive as defined in 18 up 921

For all other violations listed under "grounds for suspension and expulsion: grades k-12: and "additional grounds for suspension and expulsion: grades 4-12," the Superintendent, or designee, or shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Governing Board shall order the student expelled only if it makes a finding of either or both of the following:

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

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

No student shall be expelled for disruption or willful defiance.

Mandatory recommendation for expulsion

Unless the principal, Superintendent or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the

Student

3. Unlawful possession of any controlled substance, except for the first offense for the

Possession of not more than one ounce of marijuana, other than concentrated cannabis

4. Robbery or extortion

5. Assault or battery, as defined in penal code 240 and 242, upon any school employee in determining whether or not to recommend the expulsion of a student, the assistant Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time.

Student's right to expulsion hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent determines that that student has committed the act[s] that form the basis for the expulsion recommendation.

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Superintendent's discretion. If the Governing Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

If the Superintendent finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in education code § 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

Rights of complaining witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness.

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the Durham Unified School District's suspension and expulsion policy and regulation and shall advise the witness of his/her right to:

1. Receive five days' notice of his/her scheduled testimony at the hearing

2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.

Written notice of the expulsion hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include:

1. The date and place of the hearing.

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.

3. A copy of disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation, to provide information about the student's status in Durham Unified School District schools to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in education code 48915(a) or (c).

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

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the state bar of California.

Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to aid at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional notice of expulsion hearing for foster youth and homeless students

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

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

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call.

Conduct of expulsion hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)
Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))
If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))
2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))
Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))
4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h)) Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)
A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))
The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(0)
In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))
(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)
At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

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

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

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

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)
If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)
The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)
Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)
The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

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

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)
No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)
Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))
The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Outcome data

The assistant Superintendent or designee shall maintain the following data:

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

Regulations Regarding Suspension and Expulsion / Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the individuals with disabilities education act is subject to the same grounds for suspension and expulsion which apply to students without disabilities, except as otherwise specified below.

Procedures for students not yet eligible for special education services

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

Durham Unified School District shall be deemed to have knowledge that the student has a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern to supervisory or administrative personnel in writing, or to a teacher of the student, that the student needs special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education

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

The Durham Unified School District would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the Durham Unified School District would be deemed to not have knowledge if they conducted an evaluation and determined that the student was not an individual with a disability. When deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement. The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The Durham Unified School District shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances:

1. The removal is for more than 10 consecutive school days.

2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

A. The series of removals total more than 10 school days in a school year.

B. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

C. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If the removal has been determined to be a change of placement as specified above, the student's

IEP team shall determine the appropriate educational services.

Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her imp.

If a student with a disability is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP.

Interim Alternative Educational Placement Due to Dangerous Behavior

Durham Unified School District may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function:

1. Carries or possesses a weapon
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance
4. Inflicts serious bodily injury upon another person

The student's interim alternative educational setting shall be determined by his/her IEP team.

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice.

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her imp. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Manifestation Determination

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

1. Notice: on the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice

2. Manifestation determination review: immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

At the manifestation determination review, Durham Unified School District, the student's parent/guardian, and relevant members of the IEP Team (as determined by Durham Unified School District and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following:

A. Caused by or had a direct and substantial relationship to the student's disability

B. A direct result of Durham Unified School District's failure to implement the student's IEP, in which case immediate steps shall take to remedy those deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability.

3. Determination that behavior is a manifestation of the student's disability: when the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the imp team shall review the behavioral intervention plan and modify it as necessary to address the behavior.

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Durham Unified School District agree to a change of placement as part of the modification of the behavioral intervention plan.

4. Determination that behavior is not a manifestation of the student's disability: if the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities.

The student shall receive services to the extent necessary to participate in the general education

Curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Due Process Appeals

If the parent/guardian disagrees with any Durham Unified School District decision regarding placement, he/she may appeal the decision by requesting a hearing. The Durham Unified School District may request a hearing if they believe that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint. Pursuant to 34 CFR §§ 300.508, and 300.508[a] and [b].

Whenever a hearing is requested as specified above, the parent/guardian, district, and/or office of education shall have an opportunity for an expedited due process hearing consistent with requirement specified in 34 CFR §§ 300.507, 300.508 [a]-[c], and 300.510-300.514.

If the student's parent/guardian or Durham Unified School District has initiated a due process hearing, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and Durham Unified School District agree otherwise.

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Suspension of expulsion

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

Notification to law enforcement authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students.

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

Report to county Superintendent of schools

The Superintendent or designee shall report to the county Superintendent of schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action.

SECTION 4: Action Alert Procedures – Classroom Quick Guides

General information

Action alert procedures focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring a response. While these functions should be described separately, it is important to remember that many functions will occur consecutively. Multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors' function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

- All teachers should have updated classroom action guides readily available in all rooms, near the door.
- Fire evacuation routes shall be posted in all rooms, near the door.
- If there are questions or additional supplies are needed, contact the site administrator.

Notifications
Response actions should be accompanied by the following notifications:

- 911
- Emergency Operations Center
- Communications / PIO
- Messages to parents/guardians and/or staff, after district approval

Accounting for all persons
This action is taken to account for the whereabouts and wellbeing of all students, staff members and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: the below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors, during a lockdown, shelter-in-place, or other emergency where everyone is inside. Methods may include Aeries (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to the variety of technology and safety factors encountered during an emergency.

Accounting for all person's procedures

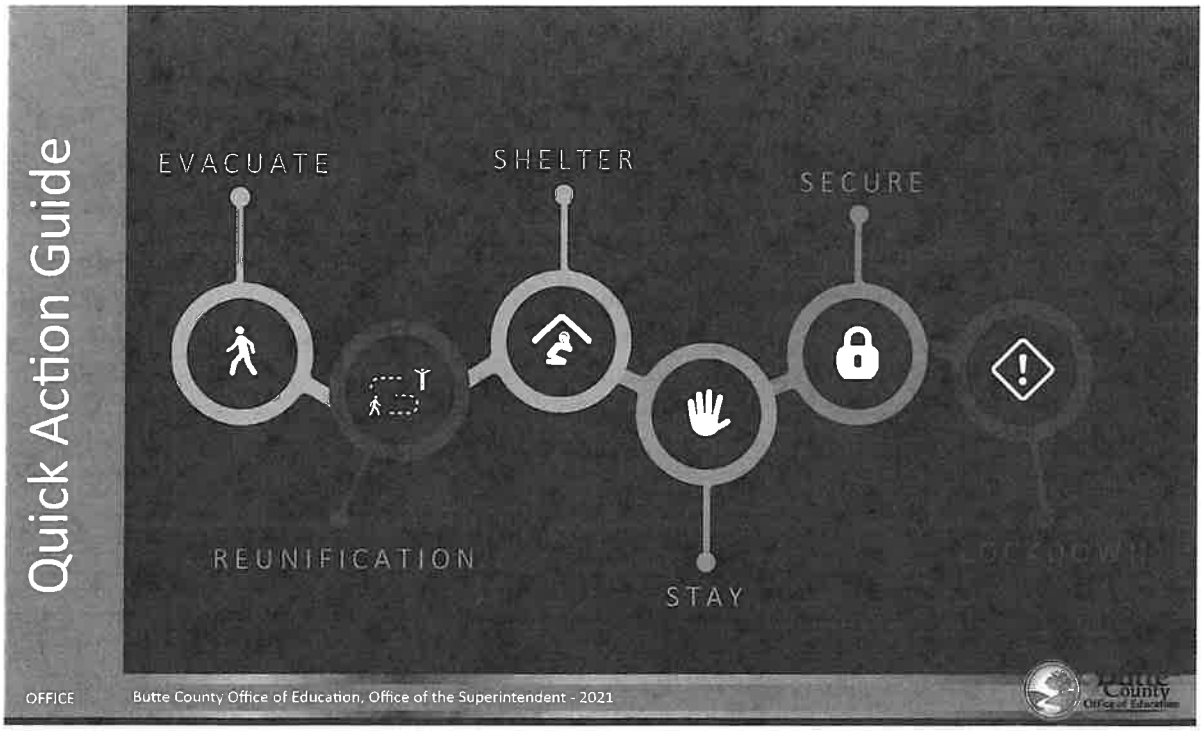
Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to list students/others as appropriate on attendance rosters and on the missing person's report, injury report, and/or supplemental attendance report. Utilize Red/Green cards to visually indicate missing or injured students or "all accounted for"

Assembly area team members will collect student rosters, missing person's report, and injury report from teachers and submit them to the assembly area or care team leader.
The assembly area team leader will compile a master accounting of all persons on campus, and make reports available to the operations section chief and incident commander.

All clear procedures

This action is taken to notify staff and students that normal school operations can resume.

The incident commander (principal) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the incident commander will use other means of communication, i.e., sending messengers to deliver instructions. "All clear, all clear, all clear".
The incident commander will convene the school psychological first aid/crisis team if the incident was traumatic to the school community.
The incident commander will make a final notification update to district offices and parents/guardians, following the communication handbook.
If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.



Part 1: Action Alert - EVACUATE

Purpose:
To rapidly move people from one location to another, when it is determined that it is safer to move to another location.

Alert signal: alarm + announcement
Option 1: "Evacuate, Evacuate, Evacuate, for **fire**.
Option 2: "Evacuate, Evacuate, Evacuate, for a **gas leak**. Immediately evacuate to ___, and move 300 ft upwind.
Option 3: "Evacuate, Evacuate, Evacuate, for a **hazmat** incident in (the science lab). Evacuate to _____, and move 300 ft upwind."
Option 4: "Evacuate, Evacuate, Evacuate. Go to the bus area for relocation to reunification. Teachers start reunification protocols."

Staff Response:

1. Grab your immediate possessions (cell phone, purse, backpack) if readily available, as you exit. Do not delay to acquire these things if not already available.
2. Evacuate the building according to the established evacuation route to a location at least 300 ft. From building.
3. Ensure that special needs persons in the immediate area are aided by designees. If unable to assist, get help for them.
4. During the evacuation, remain alert to any potential hazards in the area. If you encounter fire, any other significant hazard, or find the designated pathway blocked, seek an alternate route.
5. Upon reaching the designated assembly areas, account for students. If all students are present, hold up your green card. If all students are not present, write the missing student's name on the red card and hold it up.
6. Stay in place. Do not let students back into the building for any reason!
7. Remain alert to potential dangers in the area and properly supervise students under your care. Wait for the announcement of "all clear" before returning to the building.

Administrative Evacuate Procedures:

Evacuate building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold), or any emergency where the building and its contents are perceived to be a threat to student safety.

The principal or designee becomes the incident commander, activates the school ICS team, and will initiate the Evacuate Action Alert on the PA system. If the PA system is not available, the incident commander (principal) will use other means of communication, i.e., text, email, or sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions.
The incident commander will activate the fire alarm system as a signal to evacuate.
Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned assembly area.
Teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. List missing students on the missing person's report
Once assembled, teachers and students will stay in place until further instructions are given.
The incident commander will make appropriate notifications to the district and parents/guardians, as outlined in the communications handbook.
Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the **all clear** action.

EVACUATE

Part 2: Action Alert - Relocation and Reunification (off-site evacuation)

Purpose: Secondary to the *evacuate* action alert, this process is engaged when we need to connect students with parents/guardians after an incident occurs. This will often occur at an off-campus site. Leaving the campus is called relocation. Reuniting is called reunification.

Alert signal: announcement
Option 1: "Relocate for REUNIFICATION. We need to move off-site. Staff and students report to your designated transportation assembly area. All students will stay with their teachers."
Option 2: "Relocate for REUNIFICATION. We need to move off-site. Staff and students report to our relocation point at (the park, the church, located at...). All students will stay with their teachers."
Option 3: "We will be conducting **on-campus REUNIFICATION**. Staff and students report to (gym, classroom, playground) for connection with parents & guardians.

Staff response:

1. Quickly move students and staff through any available exit following evacuate procedures
2. Go to transportation area or designated off-campus relocation point as instructed
3. Calm and reassure students of intent to connect with parents/guardians
4. Account for students. Report any missing students to the administrator by email, phone, catapult, or as directed.
5. Report status and injuries to the administrator
6. Once at relocation point, drop students in designated assembly area.
7. Staff should engage their assigned incident Command Team and shift to their assigned role

Administrative relocation / reunification response

Relocation procedures

The principal or designee becomes the incident commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the incident commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We need to institute an off-site relocation. Teachers are to take their students, roll book, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."

REUNIFICATION

The incident commander will determine the safest method for evacuating the campus. This may include the use of school busses or simply walking to the designated off-site location. (consider creating a vicinity map and attaching it to this plan)
Teachers and students will stay together during the relocation.
Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
Once assembled off-site, teachers and students will stay in place until further instructions are given.
The incident commander will make appropriate notifications to the district and parents/guardians., pursuant to the emergency communications guidebook (see abbreviated version in communications section of this plan)
Once clearance is received from appropriate agencies, the incident commander may authorize students and staff to return to the campus, or initiate reunification procedures from the off-site location.
Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.

Reunification procedures

Student reunification is implemented to reunite students with their families after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) That prevents a normal school dismissal.

The incident commander or designee will direct the request and reunion teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
The request gate team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents/guardians, and direct them to the reunion gate.
The request gate should generally remain locked during the reunification process to help control access. The request gate team can pass clipboards to parents/guardians through the gaps in the gate fencing.
Message runners will notify the assembly area team of the student(s) to be escorted to the reunion gate.
The reunion gate team will check parent/guardian ids, confirm student identification and keep accurate records of students leaving the campus
Members of the psychological first aid team may be asked to assist the reunion gate team.
In the event that a child is injured or otherwise unavailable, it is recommended that the parents/guardians be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the psychological first aid team then stay with the parent and assist them.
The reunion gate should remain locked when student reunifications are not actively taking place.

REUNIFICATION

Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents/guardians at either gate once finished with their primary emergency assignment.

Part 3: Action Alert - Shelter

Purpose:
For protection from flying debris during earthquake, toxic chemicals or gas during spill or attack, or severe weather.

Alert signal: announcement
Option 1: "Shelter, Shelter, Shelter, for earthquake. Drop cover & hold. "
Option 2: "Shelter, Shelter, Shelter, for severe weather. Move away from doors and windows."
Option 3: "Shelter, Shelter, Shelter, for hazmat. Seal all doors and windows."

Staff response:

For earthquake

1. Direct students to get under a desk, table, and heavy furniture and cover head with arms and hands. Hold on to a table or desk leg in an earthquake.
2. Stay away from glass windows, outside doors and walls, and anything that could fall, such as lighting fixtures and shelving.
3. Remain in this position until you are reasonably certain it is safe or until further instructions have been given from the school office.
4. The incident commander may order an evacuation if the situation warrants and it is safe to do so.

For weather or hazmat

1. If outdoors, instruct others to go inside immediately to an interior area without windows, if possible.
2. Close all windows and doors leading to hallways, common areas and outside.
3. If all students are present, place green card under the inside door. If you are missing a student, write the name of the missing student on the red card. If you have additional students, parents/guardians or staff members, write down their names with a plus sign. Place the card under the inside door.
4. Listen and follow instructions.

SHELTER

5. If this is a "shelter for hazmat! Seal the room" use tape and plastic from your go-kit to cover all windows and doors to help reduce airflow into the area. Tape can also be used to cover any cracks, crevices, electrical outlets, cable television connections or other openings. Wet towels can be used to reduce airflow under doors.

6. Continue with classroom instruction until the "all clear" signal is given.

Administrative shelter procedures:

The principal or designee becomes the incident commander, activates the school ICS team, and will initiate the shelter action alert announcement on the pa system. If the pa system is not available, the incident commander (principal) will use other means of communication, i.e., text, catapult ems, sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

If inside, teachers will keep students in the classroom until further instructions are given.

If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

Teachers are to account for any students with a cognitive disability that may not have understood the directions.

Teachers are to take roll and to notify the office of the number of students in the room with them, and the names of students accounted for or missing.

Teachers are responsible for securing individual classrooms

The **security/utilities team** will assist in completing the procedures as needed:

- Shut down the classroom/building(s) havoc system;
- Turn off local fans in the area;
- Close and lock doors and windows;
- Seal gaps under doors and windows with wet towels or duct tape;
- Seal vents with aluminum foil, plastic wrap, or laminated posters, if possible;
- Turn off any sources of ignition, such as pilot lights, if necessary.

The incident commander will make appropriate notifications to the district and parents/guardians utilizing established communications protocols.

The incident commander will monitor news media for information about the incident.

Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.

Be prepared to initiate the evacuate action alert, as situations can escalate or de-escalate rapidly.

SHELTER

Drop, cover, and hold procedures

This action is taken to protect students and staff from flying or falling debris, and is commonly used during an earthquake or explosion.

In most situations, you will reduce your chance of injury if you:



Drop where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.



Cover your head and neck with one arm and hand

- If a sturdy table or desk is nearby, crawl underneath it for shelter
- If no shelter is nearby, crawl next to an interior wall (away from windows)
- Stay on your knees; bend over to protect vital organs



Hold on until shaking stops

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.

In a wheelchair or using a walker:

Lock your wheels and remain seated until the shaking stops.

Always protect your head and neck with your arms, a pillow, a book, or whatever is available.

See earthquakecountry.org/disability for recommendations for people who use wheelchairs, walkers, or are unable to drop to the ground and get up again, without assistance.

USING WALKER



USING WHEELCHAIR



SHELTER

Part 4: Action Alert - Lockdown

Purpose:
A lockdown is called when danger is imminent. Lockdown requires that all staff and students seek as much physical safety from physical assault as possible by utilizing physical barriers and hiding places. This is an *emergency response* to *immediate danger.*

Alert signal: announcement
"lockdown, lockdown, lockdown. Locks, lights, out of sight."

Staff response:

1. Immediately clear the hallway and outdoor areas by moving into the nearest classroom. Close your locked classroom door. If you are not in a location with a lockable door, move students to a more secure area if possible.
2. Gather students and visitors to an interior block wall out of sight and turn out lights.
3. Keep all persons away from the doors and windows to limit visibility.
4. If possible, barricade door, and pull window shades.
5. Ignore all bells and alarms unless otherwise instructed.
6. Allow no one in or out of the classroom until a uniformed responder opens your door.
7. Remain quiet!! Silence cell phones!
8. When law enforcement asks if anyone is inside or injured, slide the red/green card under the door. Red side up if there are injuries in your room. Green side up if there are no injuries.
9. Police are not there for you, they are there to stop the threat. They will come back to you when it is safe and will coordinate other units and rescue teams to you for injuries.
10. As soon as safe to do so, account for students and report through catapult ems or other means.
11. Be ready for an evacuation to instructed reunification point.

LOCKDOWN

Administrative lockdown procedures:

Lockdown:
This action is taken when the threat of violence or gunfire is identified on campus, directed by law enforcement, or if there is an imminent threat to the safety of the campus and it is necessary to prevent an armed person from entering any occupied campus areas. During a lockdown action alert, students are to remain in the locked classrooms or designated safe locations at all times. Alarms should be ignored unless accompanied by announcements. Current shooter trends are to pull the fire alarm to prompt people to leave the security of the locked rooms.

If the intent is to lock the doors for unrelated police activity in the area or a hostile parent in the office, secure would be the appropriate alert action, rather than lockdown. Lockdown is an emergent action alert only.

The principal or designee becomes the incident commander, activates the school ICS team, and will the lockdown action alert on the pa system. If the pa system is not available, the incident commander (principal) will use other means of communication, i.e., text, catapult ems, phone system announcement (note: runners would not be an appropriate method for a lockdown). The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions.
If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.
If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. Auditorium, library, cafeteria, and gymnasium).
Teachers are to account for any students with a cognitive disability that may not have understood the directions.
Teachers are to take roll and to notify the office the number of students in the room with them and their names, as soon as it is safe and practical to do so.
Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
The incident commander will call 911 and coordinate information through dispatch until such time as a law enforcement officer tells the incident commander to hang up.
The incident commander will make appropriate notifications to the district

LOCKDOWN

LOCKDOWN

The incident commander will make appropriate notifications to parents/guardians, following the emergency communications guidebook. (see abbreviated guide in "communications" at end of this safety plan) without knowledge, rumors will ensue.
To the best of your ability and a safely as possible, continue to keep all persons informed of the situation and what is going on through the use of status updates.
Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the **all clear** action

SECURE

Part 5: Action Alert - Secure

Purpose:
Precautionary. To rapidly increase the level of security within the facility. Exterior doors and main interior doors are locked to deny a dangerous person access to the facility. Staff and students may continue productive activities, in a limited fashion. Usually for police activity near the campus or a hostile visitor in the office who is not deemed an immediate threat to the safety of the school.

Alert signal: announcement
Option 1: "secure, secure, secure the campus, for a problem in the area."
Option 2: "secure, secure, secure the campus, for police activity occurring off-campus"

Staff response:

1. Immediately move students from outside into the building.
2. If you are located in an area with a lockable door, gather students in the vicinity into the room and close your locked door.
3. Account for students and report your status to the administrator by e-mail, phone, or catapult-ems as directed.
4. Continue with normal activities as much as the situation allows, within the confines of the locked room.
5. Keep in mind that an incident elsewhere in the building may have triggered the action, but is not considered an imminent threat.
6. Do not move throughout the facility except with permission from the incident commander.
7. Be prepared to rapidly implement an evacuation or lockdown action alert if directed to do so. Situations can escalate or de-escalate rapidly.

Administrative secure pr

Secure:
This action is taken when potential for a threat of violence to the campus or when directed by law enforcem he campus. During a secure action alert, students are to remain in the locked class gnated safe locations at all times. Be prepared to rapidly implement an evacuation ction alert if directed to do so. Situations can escalate or de-escalate rapidly.

The principal or de es the incident commander, activates the school ICS team, and will ann ure action alert on the pa system. If the pa system is not available, the incid er (principal) will use other means of communication, i.e., text, catapult stem announcement, or runners. The principal should be calm, convey reass nts that the situation is under control, and give clear directions.
If inside, teachers udents to close any shades or blinds if it appears safe to do so.
If outside, teacher udents to proceed to their classrooms if it is safe to do so. If not, teachers rect students into nearby classrooms or school buildings (e.g. Auditorium, l a, and gymnasium).
Teachers are to ac students with a cognitive disability that may not have understood the di
Teachers are to ta notify the office the number of students in the room with them and their na s it is safe and practical to do so.
Teachers and stud in in the classroom or secured area until further instructions are gi cipal or law enforcement.
All entrances to th be locked and no visitors other than appropriate law enforcement or er onnel are to be allowed on campus.
If help is needed, t mmander will call 911 and coordinate information through dispatch u as a law enforcement officer tells the incident commander to ha
The incident comn ke appropriate notifications to the district and parents/guardians emergency communications guidebook. (see abbreviated guide ations" at end of this safety plan) without knowledge, rumors will ensue.
To the best of you safely as possible, continue to keep all persons informed of the si at is going on through the use of status updates.
Once the incident and the campus has been determined to be safe, the incident commanc the **all clear** action.

SECURE

Part 6: Action Alert - Stay

Purpose: during an emergency such as a medical emergency or mental crisis, services need to get through campus quickly. 'stay' alerts the campus to activity occurring while establishing there is no need to act other than to stay out of the way. This puts the campus community at ease when they hear/see sirens and responders on campus.

Alert signal: announcement
Option 1: "stay, stay, out of the way."

Staff response:

1. Stay where you are and continue normal operations or instruction unless tasked with a specific duty.
2. Do not leave the room to 'see what is happening' as this will only contribute to the problem.
3. Assure students that everything is fine to let everyone know they are not in danger despite seeing first responders on campus.
4. If in an open area, move students away from access gates and walkways to allow responders easy access.
5. If you are involved in the situation, clearly state what you need.
6. Monitor students.
7. Be prepared to rapidly implement an evacuation or lockdown if directed to do so. Situations can escalate or de-escalate quickly.

STAY

Administrative stay proce

Stay:

During an emergency such emergency or mental crisis, services need to get through campus quickly. 'stay' aler to activity occurring while establishing there is no need to act other than to stay o This puts the campus community at ease when they hear/see sirens and respo us. Be prepared to rapidly implement an evacuation or secure action alert if direc tuations can escalate or de-escalate rapidly.

In the event a stay necessary, there is no need to activate incident command. Howeve or the stay action alert may trigger the necessity to activate incident c appropriate action for the situation at hand.
Keep the campus c ured.
Keep others away f ent to protect patient privacy, student privacy, and prevent unwanted ostings.
Assign a staff mem o the hospital with the patient, if necessary, until relieved by a parer ker.
Announce all clear tion is resolved and no longer influencing routine campus operations
The incident comm ke appropriate notifications to the district and parents/guardians, emergency communications guidebook. (see abbreviated guide ations" at end of this safety plan) without knowledge, rumors will ensue.

STAY

SECTION 5: Incident Command System

In an emergency, everyone will be tasked with duties. Below is a short discussion of how the National Incident Management System (NIMS), Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted at your school.

In the event of a large-scale disaster, the Durham Unified School District Superintendent of Schools will activate the Emergency Operations Center (EOC) at the district's designated location or other appropriate facility as feasible. Direction, coordination, etc., from the Durham Unified School District EOC will be disseminated to each site's specific Incident Command Post. Communications to and from all district sites will be through the Superintendent (or designated Public Information Officer) and the district web site. The primary method of communication with the EOC will be by telephone. If the telephone systems are non-functional, sites shall use alternate methods of communication; i.e., radios, cellular telephones, school and office web sites, or other messaging systems.

Durham Unified School District will take all necessary measures to keep students and staff safe in the event of a disaster. The Durham Unified School District has developed a standardized emergency management system (SEMS) plan that outlines in more detail specific responsibilities for emergency response teams at the school. The following sections of this plan outline basic responsibilities for all staff for specific incidents.

Incident Command Overview

The Incident Command System (ICS) is used by first responders and government agencies to manage emergencies, crises, and disasters nationwide. Schools within the Durham Unified School District, including Durham Unified School District also uses ICS - a system where people are grouped by functions according to aptitude and skills, instead of rank/title. All positions report to a common command structure, which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command
- Operations
- Planning & intelligence
- Logistics
- Finance & administration

Command

During an emergency, the incident commander is responsible for setting the response objectives and directing activities from a designated command post. To effectively direct response actions, 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 directed by the principal, as the incident commander. The principal is assisted in carrying out this function by a public information officer, safety coordinator, and agency liaison, as needed. The incident commander should use "management by objectives" by setting specific goals and objectives for the total response. The objectives should be smart - specific, measurable, achievable, relevant and timely.

Planning/intelligence

During an emergency, ICS 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. Under ICS, this function is supported by two staff members, one involved with "documentation" and the other with "communications". Both of these positions, if assigned at the discretion of the principal, will report directly to the incident commander (principal) unless a planning/intelligence chief is assigned. The ICS planning and intelligence section also predicts future needs and trends and constantly answers the following questions:

- "How big is this problem?"
- "Who is affected?"
- "What are we going to need in the next hour, day, or week?"

Planning and intelligence people are forward thinkers. They like to seek out facts and make predictions.

Operations

Under ICS, all tactics for emergency response are implemented under the operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents/guardians. Within the Durham Unified School District, these activities are performed by the following teams: first aid/medical team; security/utilities team; assembly area team; psychological first aid team; supply/equipment team; request gate team; reunion gate team; fire suppression/hazmat team; and search and rescue teams. As problem solvers, these people are the "doers".

Logistics

The logistics function of ICS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, resources, equipment and services. Within the Durham Unified School District, these activities are performed by the supply/equipment team. The logistics section deals with resources. When the operations section needs something, they get it

from the logistics section. Logistics works closely with the planning and intelligence section to develop resources for future needs. These people are the "getters". A natural choice may be your plant manager or supply clerk.

Finance/administration

The finance/administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These people are known as the "payers". They will keep track of personnel time and costs. A natural person for this function would be your payroll clerk or office manager who knows everybody on campus.

ICS can be adopted for schools with limited personnel. If no one is assigned to an ICS position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position. For example: in some emergencies, the incident commander may not assign a person to be in charge of finance. In that case, the incident commander is still responsible for the financial documentation.

For our schools, the team breakdown will most often look like this, each with a leader:

Command Team (command, planning & intelligence, operations, logistics, finance & administration)
First Aid/Medical Team (operations)
Psychological First Aid/Crisis Team (operations)
Search and Rescue Team (operations)
Security/Utilities Team (operations)
Supply/Equipment Team (logistics)
Assembly Area Team (operations)
Request and Reunion Gate Teams (operations)
Fire Suppression/Hazmat Team (operations)
Documentation/Command Post Liaison Position (planning & intelligence)

Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who acts as the incident commander. The Command Team includes the school's public information officer and the safety coordinator. The team leader for each of the other four functions (operations, planning & intelligence, logistics, and finance & administration) also report to the incident commander. The incident commander sets goals and objectives for the activities of all other teams.

Incident Commander

The incident commander (principal) is responsible for directing emergency operations and shall remain at the command post to observe and direct all operations. The only role of this person is to make decisions. This person takes no physical action. Specific duties of the incident commander may include:

- Setting goals and objectives for the response team as a whole
- Periodically assessing the situation
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with district EOC and management staff.

Public information officer

The public information officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the public information officer may include:

- Periodically receiving updates and official statements from the incident commander
- Posting approved messages to notification systems for parents/guardians
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media and district communications
- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation

Safety coordinator

The safety coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the safety coordinator may include:

- Stopping any and all unsafe activities
- Periodically checking with the incident commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the incident commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying safety hazards
- Ensuring that team members use appropriate safety equipment

Supplies and equipment for Command Team

- School emergency response containers
- Copy of the comprehensive school safety plan and contact information

- Campus maps
- Staff cell phone lists
- Staff email lists
- Master keys – note: these must be kept in a very secure location or with specific authorized individuals
- Copies of staff and student rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated am/FM radio
- First aid kit
- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

First Aid/Medical Team

The first aid/medical team is responsible for ensuring that first aid supplies are available and that first aid and triage is rendered during an emergency, including establishing a triage area. This may be moved or taken over by fire/rescue personnel responding to the scene. Most likely, triage areas setup will be utilized by responding personnel. When setting up triage areas:

- Select a safe location
- Provide enough space for red/yellow/green
- Stage first aid kits and personnel at triage area
- Account for space needed by responding agencies (fire trucks, paramedics, ambulance, helicopters)
- Identity a landing zone if life-flight helicopter may be needed and inform responders of hazards

First aid/medical team leader

The first aid/medical team leader is responsible for directing team activities by periodically interacting with operations to determine medical needs and planned actions. Specific duties of the first aid/medical team leader may include:

- Assigning first aid personnel, coordinating training, and assessing available inventory of supplies & equipment
- Designating and setting up first aid/medical treatment and/or triage areas, with access to emergency vehicles
- Determining the need for skilled medical assistance, and overseeing care,

treatment, and assessment of patients
- Periodically keeping operations informed of overall status
- Completing the injury reports

First aid/medical team members

The members of the first aid/medical team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. All team members should have first aid/CPR/AED training. Specific duties of the members of the first aid/medical team may include:

- Setting up first aid area, triage and/or temporary morgue
- Triage/first aid response
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered
- Reporting critical injuries or deaths immediately to first aid/medical team leader
- Recording information on transport to hospital by first responders
- Supplies and equipment for first aid/medical team
- Vest or position identifier

First aid supplies

- Non-latex disposable exam gloves
- AED (if school has one on campus)
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury report

In a disaster, there may be delays before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics and trauma care. *pediatric emergency facilities usually accept patients up to age 22.

Psychological First Aid/Crisis Team

The psychological first aid team, or crisis team, is responsible for the social-emotional well-being of students on campus during an emergency. The team provides psychological first aid as needed in the immediate aftermath of a critical incident or emergency.

Psychological first aid team leader

The psychological first aid team leader is responsible for directing team activities and periodically interacting with operations to identify concerns and report status. The psychological first aid team leader is also responsible for assigning personnel as needed and ensuring appropriate training is provided.

Psychological first aid team members

The members of the psychological first aid team are responsible for monitoring the social-emotional safety and well-being of the students and staff in the assembly area and first aid area. Specific duties of the members of the psychological first aid team may include:

- Psychological triage/first aid
- Providing reassurance to students
- Updating records of the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with operations to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and equipment for the psychological first aid team

- Vest or position identifier
- Held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens and pencils

Search and Rescue Team

The search and rescue team is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more search and rescue teams at a school. Each team must have four members.

Search and rescue team leader

The search and rescue team leader is responsible for directing team activities, keeping operations informed of overall status, and coordinating appropriate training. Specific duties of the search and rescue team leader may include:

- Obtaining briefings from operations and the assembly area team, noting missing students and any other situations requiring response
- Assigning and recording search and rescue teams based on available manpower, maintaining 4 persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and rescue team members

The members of the search and rescue team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the search and rescue team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to team leader upon discovery
- Rescuing trapped survivors on campus
- Evacuating survivors with mobility challenges
- Working with the utilities team and fire suppression team in shutting off gas or extinguishing fires as appropriate
- Periodically reporting to the team leader, the location, number, and condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms
- Sealing off and posting areas where hazardous conditions exist
- Contacting security/utilities team to secure the building from reentry after the search

Supplies and equipment for search and rescue teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets

- Bolt cutters (for cutting grates from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack (one team member wears it)

Many of these materials are found in the go kits.

Security/Utilities Team

The security/utilities team is responsible for the security of the school site and its population during an emergency. The security/utilities team will coordinate activities with operations as required. Close coordination with the reunion gate team is necessary to safely reunite students with their parents/guardians or lawful guardians. The security/utilities team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. This team includes participation by the school resource officer (if available) or school security officer, campus aides, and members of the custodial staff.

Security/utilities team leader

The security/utilities team leader is responsible for directing team activities and interacting with operations to identify problems and report status, and coordinates appropriate training. The security/utilities team leader is also responsible for contacting the planning and intelligence section that will, in turn, notify local utility companies (water, electricity, gas, sewer) as needed.

Security/utilities team members

The members of the security/utilities team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut-off utilities, as needed. Specific duties of the members of the security/utilities team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct

emergency vehicles to area(s) of need and to greet parents/guardians

- Keeping students and staff out of buildings, as necessary
- Assisting at reunion gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by command post

Supplies and equipment for security/utilities team

- Vest or position identifier
- Hard hat, gloves and any personal protective equipment
- Master keys
- Hand-held two-way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

Supply/Equipment Team

The supply/equipment team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with the supplies cached in the emergency bin and cafeteria storage room.

Supply/equipment team leader

The supply/equipment team leader is responsible for directing team activities and keeping the logistics coordinator informed of overall status. Specific duties of the supply/equipment team leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring food/shelter/care
- Work with planning & intelligence coordinator to determine the length of time care will be needed
- Inventory supplies on hand

Supply/equipment team members

The members of the supply/equipment team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the supply/equipment team may include:

- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Determining supply/equipment needs for any persons with special needs
- Controlling conservation of water

Supplies and equipment for supply/equipment team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Assembly Area Team

The assembly area team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to operations. Operations will then relay reports of missing students to the search and rescue team.

Assembly area team leader

The assembly area team leader is responsible for directing team activities and periodically interacting with operations to identify problems and report status. The assembly area team leader is also responsible for collecting the missing persons report from team members and providing the report to the incident commander.

Assembly area team members

The members of the assembly area team are responsible for performing the safe evacuation and accounting of students and staff during an emergency. Specific duties of the members of the assembly area team may include:

- Obtaining reports of missing students from teachers or other personnel
- Ensuring that students are orderly and supervised so that they can be found quickly when parents/guardians arrive

- Gathering missing persons report from each teacher and submitting forms to the assembly area team leader
- Assisting the reunion gate team as required

Supplies and equipment for assembly area team

- Copy of site plot plan and vicinity map showing designated on and off-site assembly areas
- Injury reports and missing persons reports
- Bullhorn
- Clipboard and pens for forms

Request and Reunion Gate Teams

Request gate team

The request gate team is responsible for processing parent requests for student release during an emergency.

Request gate team leader

The request gate team leader is responsible for directing team activities and periodically interacting with operations to identify problems and report status, and coordinating appropriate training. The request gate team leader will refer all outside requests for information to the public information officer.

Request gate team members

The members of the request gate team are responsible for greeting parents/guardians/ designees, providing them with the paperwork authorizing the holders to reunite with their students at the reunion gate, and checking identification. Specific duties of the members of the request gate team may include:

- Greeting and quickly directing parents/guardians, guardians, or designees to the counselors, as appropriate
- Providing reassurance to parents/guardians, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested.
- Checking identification
- Directing parents/guardians or guardians to the reunion gate
- Dispatching student runners to assembly area to escort students whose parents/guardians have come to claim them

Supplies and equipment for request gate teams

- Keys to request gate
- Student lists

- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Sign-making materials
- Bullhorn
- Reunification forms

**** Mass Reunion Planning ****

The request and reunion gate teams need to have an expansion plan for a massive influx of parents/guardians. The following activities should be part of every school's request/reunion gate preparedness program:

- Cross-train other teams to assist.
- When the search and rescue team members are done with their assignment, they may be re-assigned by the operations section chief to assist the request or reunion gate team.
- Ensure that there are enough supplies (pens, forms etc.) For the additional request gate team members so that additional stations can be opened.
- Have a plan to reorganize the request gate to divide the parents/guardians into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school.
- Ensure that there are sign making supplies to allow for reorganization.

Reunion gate team

The reunion gate team is responsible for compassionately reuniting parents/guardians or guardians with students. Reunion gate personnel should have a plan in place to notify parents/guardians about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the psychological first aid team and security team may be asked to assist the reunion gate team. In the event that a child is injured, it is recommended that the parents/guardians be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the psychological first aid team stay with the parent and assist them.

Reunion gate team leader

The reunion gate team leader is responsible for directing team activities and periodically interacting with operations to identify problems, request additional personnel, and report status. The reunion gate team leader will refer all requests for information to the public information officer. The reunion gate team leader is also responsible for collecting the student release log from the team members and should have the forms readily available to operations.

Reunion gate team members

The members of the reunion gate team are responsible for greeting parents/guardians, guardians, or designees and reuniting them with their students at

the designated reunion gate. Specific duties of the members of the reunion gate team may include:

- Greeting parents/guardians, guardians, or designees at the reunion gate
- Verifying identification and authenticity of reunification forms
- Confirming students recognize the authorized adults who come to claim them and requiring adults to sign students out of school
- Completing student release log and submitting them to the reunion gate team leader

Supplies and equipment

- Hand-held two-way radios
- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, etc.
- Student lists
- Flashlights
- Keys to reunion gate
- Materials for sign-out log
- Student release log

Fire Suppression/Hazmat Team

The fire suppression and hazmat team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency if first responders are unavailable. Durham Unified School District or local fire protection agencies should provide ongoing training in this regard. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with operations. Team members complete the damage assessment report forms.

Fire suppression and hazmat team leader

The fire suppression and hazmat team leader is responsible for directing team activities and periodically interacting with operations to identify problems and report status. The fire suppression and hazmat team leader is also responsible for gathering the damage assessment report forms from the team members and having forms readily available to operations.

Fire suppression and hazmat team members

The members of the fire suppression and hazmat team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the command post during an emergency. Copies of the damage assessment report form will

be submitted to the team leader. Specific duties of the members of the fire suppression and hazmat team may include:

- Evaluating potential release of chemicals
- Identifying damaged areas on the damage assessment report form. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
  - Class a, b or c for ordinary combustibles
  - Class b or c for fires involving flammable liquids
  - Class c only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas.

Supplies and equipment for the fire suppression and hazmat team

- Vest or position identifier
- Hard hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and damage assessment forms
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools.
- Site maps

Documentation/Command Post Liaison Position

The documentation/ communications position works under the planning and intelligence section and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what action was taken by the school in response to the emergency.

The documentation/command post liaison staff member will report to the command post.

Roles and responsibilities

The documentation/command post liaison staff member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the planning and intelligence section for status updates.
- Documenting all communications with the district emergency operations center (EOC) and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.

- Reporting missing persons, and documenting site damage and first aid needs with the incident commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the incident commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.

The command post liaison staff member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

- Listening to am/FM/ham radios for information
- Send catapult connect messages to students and staff
- Send updates on social media accounts
- Monitor other forms of social media communication (twitter, etc.)
- Updating site maps as reports and other information are received
- Preserving maps as legal documents
- Using an area-wide map to record information on major incidents such as road closures, utility outages, etc. That may impact the campus
- Developing situation reports for the incident Command Team

Supplies and equipment for the command post liaison position

- Hand-held radios
- File boxes
- Paper, pens
- AM/FM battery radios
- Damage assessment reports
- Maps of event by the hour

SECTION 6: Critical Incident / Disaster Procedures

Part 1: General Information:

When calling 911

If yours or another person's life is in danger, call 911 immediately.

- Stay calm, take a deep breath, and speak clearly.
- State your name and position/title
- State nature of emergency ("I'm reporting a medical emergency / fire / threat / injury").
- State the location of the emergency
- If you are in immediate danger, tell the 911 dispatcher, "I am in immediate danger."
- Provide specific location of emergency (e.g., "Butte school, 2nd floor, room #200.").
- Provide description of anyone being reported: name, physical appearance, clothing, behavior, location, direction of travel, vehicle description.
- Do not end call until the 911 dispatcher tells you to.
- Let the 911 dispatcher ask questions and guide conversation. Often, emergency services are being dispatched while you are on the line.
- Follow the 911 dispatcher's directions. Ask for clarification if you do not understand.
- Stay alert and scan your environment.
- Provide the 911 dispatcher with specific details that may help in locating a suspect, stopping the problem, prevent responders from being injured, or sending appropriate assistance.
- Notify the principal about the call.

Public Employees as Disaster Service Workers

California government code section 3100- all school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed
- A federal disaster declaration has been made

Note: No public-school employee may leave the school site during a declared emergency until formally released.

Post-Disaster Shelters

Please note that there are procedures which are followed by Durham Unified School District before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the office of the Superintendent of Schools.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster:

The American Red Cross has access to schools to set up shelters
Local governments have access to schools to set up shelters
Plan and arrange in advance to assure that you are prepared for outsiders to come into the school
Secure confidential records and files
Mark areas as 'off-limits' with signs and caution tape
Make signs to clearly designate restroom areas
Make signs to clearly designate public and non-public areas

Part 2: Accident or Injury (Serious)

Description: A serious accident or injury is an injury which may be life threatening if immediate medical treatment is not obtained. It may also be non-life threatening but still result in serious injury or permanent bodily damage if medical treatment is not obtained. To this end, it is imperative that any injury be carefully evaluated so as not to overlook something a medical professional might deem as serious. If in doubt, always err on the side of caution and obtain medical services. This can best be accomplished by dialing 911. Paramedics are very skilled at making assessments of severity of injury.

Alert signal: Announcement

Option 2: "STAY, STAY, out of the way."

General Concepts:

- Call 911 for any serious or life-threatening injury. Do not delay treatment.
- The place of any accident or serious injury needs to be preserved until the situation has been evaluated. Do not destroy what could be potential evidence.
- Any serious injury on campus will be traumatic to at least some portion of the school community.
- Keep students away from view of the scene. Utilize action alerts to control movement, clear areas, and keep people away from the scene. This may be accomplished by 'stacking' action alerts.
- Staff may be affected as well as students, and may feel additional stress from feelings of guilt.

Part 3: Active Assailant / Gunfire

Description:
An ***active assailant*** (aka: active shooter) is a gunman **killing or attempting to kill people** in a confined populated area. If there is notice of a credible threat, evacuation may be the best option. If the threat is actively engaged on campus or is imminent, a lockdown is usually the best option. In extreme cases, individuals including staff and students will need to defend themselves against death by engaging the active assailant. "Stay alive at all costs!"

If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures. Do not delay. Do not question the sound of gunshots. React immediately.

Alert signal: Announcement, maybe alarm.

Option 1: "LOCKDOWN, LOCKDOWN, LOCKDOWN, for active assailant!"

Option 2: "EVACUATE, EVACUATE, EVACUATE, for credible threat to the campus. Leave campus immediately! Teachers take/direct students to (*offsite reunification point or place of safety*)."

Option 3: "Relocate for REUNIFICATION. We need to move off-site. Staff and students report to your designated transportation assembly area. All students will stay with their teachers."

Utilize the **'RUN, HIDE, FIGHT'** response to active threats.

Active assailant (active shooter) general procedures

- If you witness a weapon-use incident, call for a lockdown and call 911.
- Notify administrator as quickly as it is safely possible.
- If you are outside, move immediately off-campus if possible, or get to a room to lockdown.
- Immediately clear students from hallways and bathrooms outside the classroom by moving them into your classroom, being careful not to bring the shooter in with you.
- Close your locked doors leading to hallways, commons areas and outside.
- Move students out of view, turn off lights and pull shades on windows to limit visibility.
- Barricade door. Do not allow anyone in the room. Make it impossible to get in.
- Ignore bells and alarms unless otherwise instructed through announcements.
- Allow no one in or out of classroom until a uniformed officer opens your door.
- Remain quiet!
- If there is an immediate threat (shooter is entering your classroom), you may need to "fight" the shooter if running away is not an option. Do not wait or fail to act. Fight as if your life depends on it, because it does.
- Use RED/GREEN card to indicate need for medical help.

- When safe to do so, take attendance and report missing or extra students by text, email or phone to the office unless instructed differently.
- If the weapon(s) has been dropped or discarded, secure the area where it is located. It is normally best not to attempt to handle it yourself. Notify the administrator or responding public safety personnel immediately.
- A weapon-use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
- There may be hazards from blood or other bodily fluids at the scene. Do not touch. Take pictures before washing yourself off. These will be evidence later. Collect soiled clothing in paper bags for evidence, and give to police investigators.

Incident Command Procedures:

School Incident Commander (Principal):

The school incident commander (principal/designee) will initiate a lockdown, the recommended appropriate immediate response action.
The school incident commander will call 911 and provide the exact location and nature of the incident. The school incident commander should designate a person to remain on the phone line with the 911 dispatcher.
The school incident commander activates the incident command (ICS) team.
Utilize run, hide, fight protocols.
Notify the district and/or operations coordinator and request assistance.
Coordinate police response to the site, provide clear direction of shooter location if known
Coordinate medical assistance, have them at the scene and ready (this will usually happen automatically after calling 911)
Establish command post liaison to field messages from your teams
Set or move command post to a safe distance
Coordinate transportation so busses can start heading your way
Prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Crisis/Psychological First Aid Team to ensure notification of parents and family members of the wounded.

Planning and Intelligence Team:

Notify the district and/or operations coordinator and request assistance.
Contact PIO and prepare a message for parents/guardians
Prepare to communicate with classrooms using school phones, email, cell phones, or radios.
Establish a means of keeping all classrooms informed.
Obtain information regarding injuries and immediate medical needs and provide to incident commander
Start a log/report on the incident to capture actions/events/times

Operations Team:

Ensure that perimeter gates are secured to the outside and that all students, staff and visitors are safely secured behind locked doors. Keep people out, but do not trap students in!!
Begin the process of accounting for all students and staff.
Staff should take steps to calm and control students with regular pa announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
If there is an active assailant on campus as defined above and students are in imminent danger, the incident commander may initiate a relocation (evacuate) if that action does not place students in the path of the gunman but provides an additional level of safety. This action may apply to the entire campus, or just an affected portion. (This would be more common for large schools/campuses)
The First Aid/Medical Team actions are listed below

Communications/PIO:

Refer to the 'communications' section of this plan for immediate response actions
Refer to the 'emergency communications guidebook' for more extensive guidelines and instruction

EOC Liaison

Connect with the school incident commander in person, by phone, or radio and provide resources from the district that might include the following:

Notify other schools within the district for situational awareness. Coordinated attacks are often considered during pre-planning.
Dispatch the crisis team to the school relocation point.
Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
Send out a message to parents/guardians from the district office with additional information.
Meet with parents/guardians at a safe staging location, outside the secured relocation point perimeter, and keep the parents/guardians informed using bilingual support staff from the district office.
Assist with reunification.
Coordinate staff augmentation as needed. This may be from other schools within the district or other districts.

First aid/medical team

Work with first responders and local authorities to ensure injured students and staff receive medical attention.
Utilize triage method to establish priority (red, yellow, green)
Prepare a verified list of any wounded, and the locations to which they were transported.
Get parent cell phone numbers from wounded or emergency cards, and document while still next to victim.

Write parent name and cell phone number on inside of victim's arm, thigh, or under shirt **(do not let media see)** to speed processing at hospital
Write critical medical conditions (diabetic, allergy to morphine, extreme autism, etc.) on victim's torso to speed trauma triage process at the hospital and aid in treatment

Rapid relocation

School incident commander:

Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
Inform 911 of the decision to leave campus and where you are going. Keep law enforcement updated with information about any students and staff who do not arrive at the designated relocation point.
Calm students, create a perimeter to separate the school population from others who may be present, and re-establish incident Command Teams with available staff.
Confer with the *crisis/psychological first aid team* to ensure notification of parents/guardians and family members of the wounded.
All **media inquiries** will be referred to the designated public information officer.
Direct the *planning and intelligence team leader* or other authorized user to open a report on the incident.
Once the incident has concluded and the campus has been determined to be safe, the school incident commander will initiate the **all clear** action.
Debrief with staff and police officers.

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☒ **First Aid/Medical Team (**operations)
- ☒ **Psychological First Aid/Crisis Team (**operations)
- ☒ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☒ **Supply/Equipment Team (**logistics)
- ☒ **Assembly Area Team (**operations)

☒ **Request and Reunion Gate Teams** (operations)

☐ **Fire Suppression/Hazmat Team (**operations)

☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 4: Biological/Chemical Weapons

Description:
Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, teargas, and other vaporous irritants.

Pranks using stink bombs should also be considered a chemical weapons attack until deemed safe by professional responders (police/fire/HAZMAT).

RELATED- see Hazardous Material / Chemical Incident section of this plan for accidental spills or releases of toxic or hazardous substances.

Alert signal: Announcement

Option 1: "Shelter, Shelter, Shelter, for hazmat! Seal doors and windows."

Option 2: "Evacuate, Evacuate, Evacuate for hazmat! Move 1,000 ft upwind."

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Director.

The Director shall notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom.

General Procedures:
If the agent is delivered via dispersion device that is <u>outdoors</u>:

Initiate "Shelter, Shelter, Shelter, for hazmat! Seal doors and windows."
All staff and students to be moved indoors.
Keep students inside and take role.
Close and secure all doors and windows.
Ensure that the HVAC is shut down.
Cover events with plastic or thick paper using tape to create a seal.
Seal all windows and doors, and any additional gaps or holes. Cover with plastic or thick paper using tape to create a seal.

Remain in this area until notified to leave by the Director, Director's designee, or officers of emergency response agencies.
Immediately report any injuries or illness to the Director, Director's designee, or officers of emergency response agencies.
Setup ICS
Notify EOC

If the agent is delivered via dispersion device that is indoors:

Initiate "evacuate, evacuate, evacuate for hazmat! Move 1000-ft upwind."
Check wind direction and announce location to evacuate upwind. Role should be taken.
Remain in the safe area until notified to leave by the Director, Director's designee, or officers of emergency response agencies.
The HVAC system should be shut down immediately.
Setup ICS
Notify EOC

Emergency Responders:
In any situation involving biological or chemical weapons the Director and staff must follow all instructions given by emergency responders.

Communications:
Durham Unified School District or the Durham Unified School District will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control.

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☒ **First Aid/Medical Team (**operations)
- ☐ **Psychological First Aid/Crisis Team (**operations)
- ☐ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☒ **Supply/Equipment Team (**logistics)

☒ **Assembly Area Team (**operations)

☐ **Request and Reunion Gate Teams** (operations)

☒ **Fire Suppression/Hazmat Team (**operations)

☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 5: Bomb Threat

Description:
We take all bomb threats seriously. They are considered **serious, imminent threats to school safety** and must be reported immediately. Do not turn electrical devices on/off, incl. Lights.

Alert signal: Announcement

Option 1: Do not alert (no signal)

Option 2: EVACUATE, EVACUATE, EVACUATE to (name area to evacuate to 1000 ft away) for (hazardous situation)

It will be the Superintendent or designee's decision whether or not to evacuate.

If you observe a suspicious object or potential bomb on property, do not handle the object, immediately notify 911.

If you receive a **bomb threat by phone:**

Visually scan for any unusual or suspicious objects.
Do not turn electrical devices on/off, including lights.
Pay attention to specifics of the threat and ask questions.
Ask:

- Where is the bomb?
- What kind of bomb is it?
- When is it intended to detonate?
- How does is the bomb triggered?

Keep the caller on the phone as long as possible. *"I understand you are upset; will you explain to me why you are upset? I don't know anything."*
Try to determine the gender and age of the caller.
Do not hang up the phone even after the conversation has ended. Leave the line open for tracking purposes, unless you are sure the call has been disconnected.
Limit the unnecessary use of cell phones and handheld radios. Wireless communication devices can detonate explosive devices.
Fill out the checklist below:

- Phone number that received call:
- Location or office of phone:

- Time call ended:
- Description of caller's voice:
- Mood? *Angry excited calm laughing crying*
- Pitch? *Deep medium-pitched high-pitched*
- Volume? *Quiet loud whisper*
- Speed? *Rapid slow*
- Misc. *Raspy disguised coughing slurred accent nasal crackly*
- If the voice is familiar to you, who did it sound like?
- Background noises: *street/traffic animal office static school construction* music *silence music motor voices pa system kitchen noises*
- Was the caller familiar with the building?

Incident command steps:

Principal:

Call 911 to have law enforcement assess the threat
Inform the district's EOC
Be prepared to **evacuate.**
Activate incident command system, establish a command post, and delegate tasks to key staff.
Notify the EOC to coordinate logistics, communication, and transportation, if needed.

Staff:

Notify principal immediately.

If you become aware of a **written bomb threat:**

Visually scan for any unusual or suspicious objects.
Do not turn electrical devices on/off, including lights.

Principal:

Call 911 to have law enforcement assess the threat.
Inform the district's EOC
Preserve the evidence. Do not erase it (e.g., writing on bathroom wall).
Do not handle the evidence. (e.g., a note). Place note in a plastic bag, if available.
Photograph threats written on walls.
Seal the area (e.g., bathroom or classroom) to prevent students from seeing the threat.
Limit the unnecessary use of cell phones and handheld radios. Wireless communication devices can detonate explosive devices.
Be prepared to **evacuate.**

Staff:

Notify principal immediately.

Activate incident command system, establish a command post, and delegate tasks to key staff. Notify the EOC to coordinate logistics, communication, and transportation, if needed.

WHEN TO EVACUATE:

If a suspicious device or object is found, evacuate 1,000 ft. (outdoor distance) Away from the object.

If the location of the bomb is not specifically designated and no suspicious device or object is found, students will be kept in the classroom.

The Superintendent or designee will make the decision to evacuate the building. However, if possible, this decision should be made after consulting with law enforcement authorities.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them and a school administrator or designee who is familiar with the school.

Re-occupation of an evacuated building will be authorized by the Superintendent or designee only after consulting with law enforcement authorities.

BOMB THREAT STAND-OFF CHART

Threat Description Improvised Explosive Device (IED)		Explosives Capacity[1] (TNT Equivalent)	Building Evacuation Distance[2]	Outdoor Evacuation Distance[3]
	Pipe Bomb	5 LBS	70 FT	1200 FT
	Suicide Bomber	20 LBS	110 FT	1700 FT
	Briefcase/Suitcase	50 LBS	150 FT	1850 FT
	Car	500 LBS	320 FT	1500 FT
	SUV/Van	1,000 LBS	400 FT	2400 FT
	Small Moving Van/ Delivery Truck	4,000 LBS	640 FT	3800 FT
	Moving Van/ Water Truck	10,000 LBS	860 FT	5100 FT
	Semi-Trailer	60,000 LBS	1570 FT	9300 FT

1. These capacities are based on the maximum weight of explosive material that could reasonably fit in a container of similar size.
2. Personnel in buildings are provided a high degree of protection from death or serious injury; however, glass breakage and building debris may still cause some injuries. Unstrengthened buildings can be expected to sustain damage that approximates five percent of their replacement cost.
3. If personnel cannot enter a building to seek shelter they must evacuate to the minimum distance recommended by Outdoor Evacuation Distance. These distance is governed by the greater hazard of fragmentation distance, glass breakage or threshold for ear drum rupture.

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☐ **First Aid/Medical Team (**operations)
- ☐ **Psychological First Aid/Crisis Team (**operations)
- ☒ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☐ **Supply/Equipment Team (**logistics)
- ☒ **Assembly Area Team (**operations)
- ☐ **Request and Reunion Gate Teams** (operations)
- ☒ **Fire Suppression/Hazmat Team (**operations)
- ☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 6: Civil Disturbance Procedures

Description: For purposes of this plan, it is presumed the civil disturbance is external to the school property and the school intends to protect its population by shielding it from the disturbance.

Civil disturbances are actions or activities which cause disruption to the normal peace of persons, processes, or places. Civil disturbances may start off as non-violent and are often expressed as protests. However, many times these types of incidents quickly escalate to violence, damage to property, and disruption of services. All of these are crimes and what may have started as a "peaceful protest" has turned criminal. The biggest risk during this type of incident is that of emotion. Emotions are unpredictable and tend to flare out of control at these types of events. Because of this, de-escalation techniques are a good potential first step in addressing this problem.

School is not a place for civil disturbance nor politicking, rather it is a place for public education. However, often times parents, students, or even staff resort to politicizing a school environment. During these situations, it is important to preserve the rights of all peoples, but first and foremost to ensure the safety of the school population.

Free speech and lawful assembly are not civil disturbances. Civil disturbances happen when legal lines are crossed. Therefore, it is important to shield the school population from such events. This can be accomplished in many ways, such as issuing a "SECURE" Action Alert to prevent the problem from entering the school.

As it is not uncommon for students to 'walk-out' in protest of an event, schools should account for this possibility and identify ahead of time how they will handle such situations. Some institutions will assign ICS teams to simply follow the student group to ensure safety. Others will prohibit any such activity and implement disciplinary action. However, it is handled, a plan should be made for how each school intends to deal with a situation such as described.

Alert Signal: Announcement

Option 1: "Secure, Secure, Secure the campus, for a problem in the area."

Option 2: "LOCKDOWN, LOCKDOWN, LOCKDOWN, for a threat from a riot on the campus. Police are on their way."

General Concepts:

- Any known disturbance should be reported immediately to the Superintendent.

- If the situation is OFF-CAMPUS, the incident commander should call a "SECURE" Action Alert.
- If the situation is ON-CAMPUS and is violent or turning violent, or may include the use of firearms, the incident commander should call for a 'LOCKDOWN" Action Alert.
- If the disturbance is affecting normal school or facility operations, the Director should notify law enforcement authorities immediately.
- As necessary, alert all site employees of the situation by intercom.

If the event is major, the Superintendent will activate the district EOC to develop an action plan to deal with the situation as well as the following:

- Telephone inquiries and rumor control
- Media relations and public information
- Employee/student crisis counseling
- Facility damage assessment/control

Site staff should consider the following steps based on the situation:

Inside

Close and lock all doors and windows immediately upon notification of situation
Keep all students inside and take role
If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
Never open the door or window to anyone except law enforcement or someone in authority.
Keep students inside classroom, regardless of lunch or recess until you are told by the Superintendent or the Superintendent's designee that the situation has been resolved.

Outside

Immediately have staff and students seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room, not necessarily the room they are assigned.
If shelter is not available, ensure students lie flat on the ground immediately.
Children in restrooms should be instructed to stay there until directed to exit by the Superintendent or law enforcement or someone in authority.

Superintendent and staff must follow all instructions given by responding law enforcement.

Most common ICS scenario for this type of incident:

☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)

- ☐ **First Aid/Medical Team (**operations)
- ☐ **Psychological First Aid/Crisis Team (**operations)
- ☐ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☐ **Supply/Equipment Team (**logistics)
- ☐ **Assembly Area Team (**operations)
- ☐ **Request and Reunion Gate Teams** (operations)
- ☐ **Fire Suppression/Hazmat Team (**operations)
- ☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 7: Cyber-Attack (cyber security)

Description: Cyber threats can be accidental or deliberate and disrupt education and critical operations; expose sensitive personally identifiable information (PII) of students, teachers, and staff; and lead to high recovery costs. As an example of the impact of these types of threats, students' personal information, such as social security numbers, was accidentally posted on a Florida school district website; this resulted in students suing the school board.
A report from Privacy Rights Clearinghouse provides some indication of the extent of the problem. The PRC reports 788 data breaches have occurred in K-12 schools and institutions of higher education that led to 14,871,122 compromised records since 2005. With the rise of technology use in schools, these figures are likely to only increase. Schools cannot ignore the need to plan for cyber threats in their emergency operations plans.

Alert signal: None

Option 1: No alert. A cyber-attack does not generally require a physical action, rather it is handled by IT staff. Of course, if a situation exists which changes the scenario (i.e.: water contamination due to cyber-attack) then the course of action would adjust to address the alternate problem event.

Option 2: Alert staff via alternative messaging, such as text, in-person, or announcement to the fact the computer systems are not currently accessible or to provide further instructions.

Administrative Action:

Inform staff the problem is being worked on. This will prevent further disruption as staff would otherwise independently realize there was an issue and numerous reports of the issue would be received after considerable time spent trying to figure out the issue on their own.
Verbal notification to information technology help desk.

Part 8: Death or Suicide Attempt

Death on campus

Description: A death on campus could be as a result of a number of causal factors. Sudden death of student athletes has become more frequent in recent years. While most suicides do not occur on school campuses, it is possible to experience this type of incident. Active assailant/school shooting incidents almost always result in the death of at least a few students. No matter the cause, the death of a student or teacher is a serious incident and needs to be handled carefully.

***Also see "Mental Health Crisis" section within this plan for school-wide strategies and procedures associated with this topic.*

Alert signal: Announcement

Option 1: "SECURE, SECURE, SECURE the campus. Students are to return to all classrooms."

Option 2: "STAY, STAY, out of the way."

Option 3: "We need to RELOCATE all staff and students from building A to the library. Building A, please move to the library immediately. All students will stay with their teachers."

General Concepts:

- The place of any death or serious injury is a crime scene until determined it is not, by law enforcement investigators. Do not destroy what could be potential evidence.
- Any death on campus will be traumatic to at least some portion of the school community.
- Keep students away from view of the scene. Images last forever. Utilize action alerts to control movement, clear areas, and keep people away from the scene. This may be accomplished by 'stacking' action alerts.
- Engage mental health resources for the school community early on. The sooner the engagement, the better the outcome.
- Staff will be affected as well as students.

Incident Command Steps:

Principal Actions:

Ensure 911 has been called
Notify the school nurse

Issue a **SECURE** or **STAY** action alert

After the "**SECURE**" action alert, issue a "**STAY**" action alert so staff is aware of a problem which does not pose a danger to the school community, but will involve sirens and rescue personnel on campus.

Document all persons involved, including officers and the fire captain

Notify the Superintendent's office. The school will become a crime scene until law enforcement completes their investigation into the circumstances. This could be up to 24 hours or more.

Do not make statements to the media without Superintendent authorization

Staff Actions:

Call 911, as appropriate.

Render first aid until professional medical treatment and/or transportation can be received.

Provide all life saving measures in which you are trained.

Notify the school nurse

Ask, "what happened?"

Inform the school site administrator/designee immediately or as soon as practically possible.

Clear the area by relocating nearby students and staff, as soon as practically possible and secure the scene.

Call for a "**Secure**" action alert. Secure the school to get students away from the incident and clear anyone from the scene.

After the "**Secure**" action alert, issue a "**Stay**" action alert so staff is aware of a problem which does not pose a danger to the school community.

Inform the parent/guardian as soon a practically possible. This may be handled by law enforcement.

Ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student and others who might have been exposed or triggered by the incident.

Document names of anyone who was around the victim when you arrived. Law enforcement will need to speak to them as part of the investigation.

Do not make any statements to the media

Responding to Student Suicide Actions

In case of a student suicide attempt, the health and safety of the student is paramount. The following are important steps to consider in these situations:

In-school suicide attempt:

Call 911.

Render first aid until professional medical treatment and/or transportation can be received.

Supervise the student to ensure their safety.

Inform the school site administrator/designee immediately or as soon as practically possible.

Clear the area by relocating nearby students and staff, as soon as practically possible.
Call for a "secure" action alert. Secure the school to get students away from the incident.
Inform the parent/guardian.
Ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student and others who might have been exposed or triggered by the incident.
Engage the Superintendent early on and prior to issuing any messaging

Out-of-school suicide attempt

If the student contacts a staff member and expresses suicidal ideation, the staff member should attempt to maintain contact with the student (either in person, online, or on the phone).
Inform the school site administrator/designee and/or Director of Student Supports and Services immediately for support and guidance.
Call 911 or local law enforcement to initiate a welfare check, as appropriate.
Inform the parent/guardian.
Ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student.

Documentation and records

The administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report.
Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.
If a student for whom a report has been completed transfers to a school within or outside the district, the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition. To ensure a continuity of care within the district, a safety plan with the new school's crisis team should be developed, as appropriate.

Suicidal Ideation

Secure the safety of the student

For immediate, emergency life threatening situations call 911.
Supervise student at all times. Ensure the physical environment the student is in is free of any items/objects that could potentially be harmful, such as scissors, letter openers, staplers, pushpins, pencils, sharpeners.
If appropriate, conduct an administrative search of the student to ensure there is no access to means, such as razor blades or pills.
If a student is agitated, unable to be contained or there is a need for immediate assistance, call 911 and advise the dispatcher of a mental health crisis

District employees should not transport students. Only local law enforcement or fire/medical personnel are authorized to transport an individual for a psychiatric evaluation (5150 WIC) if the current circumstances meet the criteria.

If the school receives information that the student may pose a danger to self and/or others but is not in attendance, contact law enforcement to conduct a welfare check to determine the safety and well-being of the student, as well as others.

Assess for suicide risk

The administrator/designee or the designated suicide prevention liaison should gather essential background information that will help with assessing the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings, drawings, text messages, social media).

The administrator/designee or the Director of Student Supports and Services should meet with the student to complete a risk assessment. Based on the information gathered and assessment of the student, the assessing party should collaborate with at least one other designated school site crisis team member to determine the level of risk.

Any consultations made by the assessing party should be in a confidential setting and not in the presence of the student of concern. Another designated staff member should supervise the student at all times

If the level of risk is determined to be moderate or high, contact law enforcement or paramedics via 911. Both agencies are authorized to assess, determine if the current circumstances meet the criteria, and transport an individual for a psychiatric evaluation (5150/5585), if needed. It is not necessary to call both agencies for a response.

The privacy of all students should be protected at all times. Disclose confidential information only on a right-to-know / need-to-know basis (both are required)

Communicate with Parent/Guardian

The assessing party should contact the parent/guardian or consult the emergency card for an authorized third party. When communicating with parent/guardian:

Share concerns and provide recommendations for establishing safety in the home with "means restriction" (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, and razor blades).

If the student is transported to the hospital, communicate a plan for re-entry pursuant to student re-entry guidelines. Complete and provide parent/guardian with return to school information for parent/guardian, which outlines steps to facilitate a positive transition back to school.

Provide school and/or local community mental health resources, including the nearest mental health clinic or wellness center. Students with private health insurance should be referred to their provider.

Facilitate contact with community agencies and follow-up to ensure access to services.
Obtain parent/guardian permission to communicate with outside mental health care providers regarding their child using parent/guardian authorization for release/exchange of information. (HIPAA Release)
Determine appropriate action plan

There are circumstances that might increase a student's suicide risk. Examples may include suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or being identified as a student of a vulnerable group.

The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis.
Throughout the safety planning process, a collaborative problem-solving approach should be used to assess and address any potential barriers the student may have with following through with the safety plan.
If the student enrolls in a new school, the safety plan should be reviewed with the new school site crisis team to ensure continuity of care and revised as needed.

Return to school

A student returning to school following psychiatric evaluation or hospitalization, including psychiatric and drug/alcohol inpatient treatment, must have written permission by a licensed California health care provider to attend school.
If the student is absent or out of school due to a mental health evaluation/hospitalization, the school site administrator/designee should hold a re-entry meeting with key support staff, parents/guardians, and student upon their return to facilitate a successful transition.
As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program.

Mobilize a support system and provide resources.

Connect student and family with social, school and community supports.
Refer the student to the nearest mental health clinic or wellness center, a community resource provider, or their health care provider for mental/physical health services

Monitor and manage.

The administrator/designee should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.

Maintain consistent communication with appropriate parties on a need to know basis.
If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed.

Emergency transport for treatment
When certificated staff accompany a student to the hospital

If fire/rescue or law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:

The student requests the presence of a staff member.
The school is unable to contact the parent/guardian
Parent/guardian is unavailable to meet the student at the hospital.
Deemed appropriate pursuant to circumstances, such as age, development level, or pertinent historical student information.
If the student will be transported, the assessing party should obtain relevant student information, indicating summary of incident and pertinent historical information. This document should be provided to fire/medical or law enforcement prior to transporting to an emergency hospital.

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☒ **First Aid/Medical Team (**operations)
- ☒ **Psychological First Aid/Crisis Team (**operations)
- ☐ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☐ **Supply/Equipment Team (**logistics)
- ☐ **Assembly Area Team (**operations)
- ☐ **Request and Reunion Gate Teams** (operations)
- ☐ **Fire Suppression/Hazmat Team (**operations)
- ☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 9: Earthquake Procedures

Description: An EARTHQUAKE causes ground shaking. This can result in damage to roads, buildings, and infrastructure. Earthquakes hit suddenly and without reasonable warning. To minimize risk of injury or death during an earthquake, the following procedures are targeted at finding shelter or protection from falling objects and/or flying debris.

Alert signal: Announcement

Option 1: "SHELTER, SHELTER, SHELTER, for earthquake. Drop, cover, and hold."

Drop, cover, and hold procedures
This action is taken to protect students and staff from flying or falling debris, and is commonly used during an earthquake or explosion.

In most situations, you will reduce your chance of injury if you:



Drop where you are, onto your hands and knees.

- This position protects you from being knocked down.
- Allows you to stay low and crawl to shelter if nearby.



Cover your head and neck with one arm and hand

- If a sturdy table or desk is nearby, crawl underneath it for shelter
- If no shelter is nearby, crawl next to an interior wall (away from windows)
- Stay on your knees; bend over to protect vital organs



Hold on until shaking stops

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.

General Concepts:

- Be prepared for immediate aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)
- Evaluate immediate area for injuries or medical aid situations.
- Call 911 if you have an immediate emergency such as a fire or serious injury.
- Assist injured with first aid treatment.
- Do not evacuate buildings or vehicles unless you have a hazard related reason to do so.
- Conduct a headcount to account for all personnel and students.
- Establish communications with your supervisor or Director, and follow emergency checklist and procedures.
- Assist any police or fire units that respond to your location.

Incident command steps:

Principal

The principal or designee becomes the **incident commander**

Activate the school ICS team
Announce the appropriate alert signal, "shelter, shelter, shelter for earthquake." If the pa system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, bullhorn, etc. The incident commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.
Follow drop, cover, & hold followed by evacuation to the assembly area (if appropriate)
Make notifications to the district and parents/guardians utilizing the communications handbook.
Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.

Staff

Instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
If outside, instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
Move everyone away from windows.
Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents;

away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
As soon as practical, assess for injuries.
Report

Indoors

Duck, cover, and hold.

Get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

Outdoors

Move away from building, utility poles, and vehicles. Avoid all downed wires or electrical lines.

Do not run.

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☒ **First Aid/Medical Team (**operations)
- ☐ **Psychological First Aid/Crisis Team (**operations)
- ☒ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☐ **Supply/Equipment Team (**logistics)
- ☒ **Assembly Area Team (**operations)
- ☒ **Request and Reunion Gate Teams** (operations)
- ☐ **Fire Suppression/Hazmat Team (**operations)
- ☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

What to do Before, During, & After an Earthquake

What to do Before an Earthquake:

Recent earthquakes remind us that we live on a restless planet. But there are many important things we can do before, during, and after an earthquake to protect ourselves, our homes, and our families. Before an Earthquake. It is important for individuals, families, organizations, and communities to identify their risk, plan, create a disaster kit, and remove, relocate, or secure anything that can:

- Fall and hurt someone
- Fall and block an exit
- Fall and start a fire
- Require a lengthy or costly clean-up

All work areas should be inspected on an ongoing basis to ensure furniture is adequately secured from fall risk and any other items which may be standing or leaning are not able to fall and possibly injure someone during an earthquake.

What to do During an Earthquake:

DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.

DO NOT RUN OUT OF THE BUILDING DURING THE SHAKING AS OBJECTS MAY BE FALLING OFF THE BUILDING AND CAUSE SERIOUS INJURIES OR DEATH.

What to do After an Earthquake:

Safely evacuate. Please note that aftershocks could happen. These additional shaking events can be strong enough to do additional damage to already weakened structures and can occur in the first hours, days, weeks, or even months after the main earthquake. Have a professional engineer or local building official inspect the structural integrity of your home and/or building for potential damages. This should also include:

- Inspecting your chimney for unnoticed damage that could lead to fires. Even a few cracks not obvious at first glance can create an unsafe condition the next time the fire place is used.
- Checking for gas, electrical, sewer, and water line damages to avoid fire and hazardous leaks.

For more information, visit Ready.gov and ShakeOut.org.

Part 10: Explosion, Aircraft Crash, or Similar Incident

Description:
In the event of an explosion of any kind, toxic fumes may be the highest immediate risk. Smoke and fumes of any kind are considered **serious, imminent threats to school safety** until known otherwise, and must be reported immediately. Issue a **Shelter** alert or **Evacuate** alert, depending on the location of the explosion, crash, or other incident. If school structures are threatened, evacuate. If remaining indoors is safe, issue a shelter alert.

Alert signal: Announcement, possible Alarm

Option 1: "SHELTER, SHELTER, SHELTER for hazmat! Seal the room."

Option 2: "EVACUATE, EVACUATE, EVACUATE for hazmat to (designated location; 1000 ft upwind).

Option 3: EVACUATE, EVACUATE, EVACUATE to (name area to evacuate to 1000 ft away) for (hazardous situation)

If you observe an explosion or plane crash on or near school property, immediately notify 911.

WHEN TO SHELTER vs. EVACUATE:

SHELTER to keep students controlled, together, and indoors when:

- The source of the explosion is known and there is no risk of further explosions
- The building is not damaged from the explosion
- Fumes are not entering the school buildings

EVACUATE to move students to a safe area away from the school or buildings when:

- The source of the explosion is unknown and there may be more to come
- The building is damaged and no longer a viable place of shelter
- Smoke or fumes are entering the school and evacuation is necessary to go 1000ft upwind to avoid it
- The proximity of the explosion or crash is such that establishing proper distance from the problem while remaining within the school is not possible

Action Steps:

If possible, duck and cover under desk or table.
Visually scan for any unusual or suspicious objects which may cause additional explosions.
Notify 911 of the explosion or crash.

Assist any injured requiring first-aid treatment.
If necessary, because of fire, building damage, etc. Evacuate building.
Assist any persons who would have physical problems evacuating the building.
Go to an outdoor evacuation assembly area which is hazard free and not affected by the explosion or crash.
Keep fire lanes, streets, and walkways open for emergency responders.
Stay in assembly area and account for all personnel and students.
Do not return to buildings until authorized by fire department or Director.

Incident command steps:

Principal:

The principal or designee becomes the **incident commander**

Call 911 to have law enforcement assess the threat/risk
Activate the school ICS team
Initiate catapult ems alert to emergency management team
Announce the appropriate alert signal, "shelter, shelter, shelter for (*hazmat, smoke, explosion, etc.*)." If the pa system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, bullhorn, etc. The incident commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.

Be prepared to **evacuate.**
Activate incident command system, establish a command post, and delegate tasks to key staff.
Notify the EOC/Superintendent to coordinate logistics, communication, and transportation, if needed.
Make notifications to the district and parents/guardians utilizing the communications handbook.
Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.

Staff:

Notify principal immediately.
Instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
If outside, instruct students to shelter indoors immediately, unless instructed to evacuate.
Move everyone away from windows in case of secondary explosions.
Students with disabilities should move away from items in the room that are not secured.
These students should go into a structural corner of the room (away from cabinets and shelves

that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
As soon as practical, assess for injuries.
Report missing students to the incident commander
Use RED/GREEN sheets to indicate injuries

Re-occupation of evacuated building will be authorized by the Director only after consulting with law enforcement authorities.

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☒ **First Aid/Medical Team (**operations)
- ☒ **Psychological First Aid/Crisis Team (**operations)
- ☒ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☒ **Supply/Equipment Team (**logistics)
- ☒ **Assembly Area Team (**operations)
- ☒ **Request and Reunion Gate Teams** (operations)
- ☒ **Fire Suppression/Hazmat Team (**operations)
- ☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 11: Fire Procedures

Description: A fire impacts a school **if it occurs on-campus or in an off-campus location near** the school. Take appropriate action alert measures to protect students and staff. Announcements should be used as varication of a legitimate alarm. Recent school shooting events resulted in alarms being used to lure staff and students out of locked rooms.

Alert signal: Alarm AND Announcement

Option 1: "EVACUATE, EVACUATE, EVACUATE for fire on campus, to (designated location; upwind).

Option 2: "SHELTER, SHELTER, SHELTER for fire/smoke in the area, off campus."

Option 3: "Relocate for REUNIFICATION. We need to move off-site. Staff and students report to your designated transportation assembly area. All students will stay with their teachers

Fire on School Grounds

Incident Command Steps:
Staff Response:

Direct all occupants out of the building
Activate the fire alarm
Report the fire to the school administrator
Call 911 to report a fire, stay with on line and give specific information (name, address of school or facility, size of fire, nature of fire)
In the event of a small fire, notify 911 and then use the nearest fire extinguisher to control the fire if you have been trained in its use. Do not attempt to fight large fires.
In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students.
Assist students in building evacuation and proceed to outdoor school evacuation areas.
Assist any individuals who would have physical problems evacuating the building
Teachers will notify the Assembly Area Team of missing students
The Fire Suppression/HazMat Team will suppress fires and initiate rescue procedures as it is safe to do so until the local Fire Department arrives.
The Security/Utilities Team will secure the area to prevent unauthorized entry and keep

access roads clear for emergency vehicles
The Security/Utilities Team will notify the appropriate utility company of damages.
If needed, the Logistics Team Leader will request buses for staff and student evacuation.
The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the School Police and District Administrator of Operations.

Principal Response:

The principal or designee becomes the Incident Commander activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
Call 911 and provide the exact location (e.g., building, room, area) of the fire.
Notify the district EOC of the fire.
Notify and update parents via district communications guidelines
Direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the "fire is out."
Initiate an Off-Site Relocation if warranted by changes in conditions
Once the incident has concluded and the campus has been determined to be safe, the school incident commander will initiate the **all clear** action.
Debrief with staff and fire personnel.

Fire in the Area, Off School Property:

Incident Command Steps:
Staff Response:

Report the fire to the school administrator
Wait for instructions from the school administrator
In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students.
Assist students in building evacuation and proceed to outdoor school evacuation areas.
Assist any individuals who would have physical problems evacuating the building
Teachers will notify the Assembly Area Team of missing students
The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Security/Utilities Team will notify the appropriate utility company of damages.
If needed, the Logistics Team Leader will request buses for staff and student evacuation.

Principal Response:

The principal or designee becomes the Incident Commander and activates the school ICS Team
Determine appropriate action alert, if any
Call 911 and provide the exact location (e.g., building, room, area) of the fire.
Notify the district EOC of the fire.
If smoke is impacting the school, turn off HVAC and issue a Shelter Alert. Evacuate and Relocate if necessary.
Notify and update parents via district communications guidelines
Initiate an Off-Site Relocation if warranted by changes in conditions
Once the incident has concluded and the campus has been determined to be safe, the school incident commander will initiate the **all clear** action.
Debrief with staff and fire personnel.

Rapid Relocation (if determined and ordered by school administrator)

School incident commander: - Follow 'Rapid Relocation' procedures in this plan.

Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
Inform 911 of the decision to leave campus and where you are going. Keep law enforcement updated with information about any students and staff who do not arrive at the designated relocation point.
Calm students, create a perimeter to separate the school population from others who may be present, and re-establish incident Command Teams with available staff.
All **media inquiries** will be referred to the designated Superintendent/public information officer.
Direct the *planning and intelligence team leader* or other authorized user to open a report on the incident.
Once the incident has concluded and the campus has been determined to be safe, the school incident commander will initiate the **all clear** action.
Debrief with staff and fire personnel.

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☐ **First Aid/Medical Team (**operations)
- ☐ **Psychological First Aid/Crisis Team (**operations)
- ☐ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☐ **Supply/Equipment Team (**logistics)
- ☒ **Assembly Area Team (**operations)
- ☐ **Request and Reunion Gate Teams** (operations)
- ☒ **Fire Suppression/Hazmat Team (**operations)
- ☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 12: Flood Procedures

Description: Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes rivers to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over local media. In the event of a flood, the following guidelines should be followed as much as possible:

Alert signal: Alarm AND/OR Announcement

Option 1: "EVACUATE, EVACUATE, EVACUATE for flood on campus, to (designated location).

Option 2: "Relocate for REUNIFICATION. We need to move off-site. Staff and students report to your designated transportation assembly area. All students will stay with their teachers

Flood Watch

A message that flooding is possible.

Flood Warning

A message that flooding will happen soon (if it hasn't already).

Flash Flood

A flood that can happen in a few minutes or hours of heavy rainfall, dam/levee failure, or drains overflowing.

General Procedures:

If a flood warning is received, do not assume everyone knows. Notify your Superintendent immediately.
Based upon the threat, the Superintendent in conjunction with the EOC will develop an action plan to protect personnel, students, and facilities.
Evacuation of specific school sites or areas will be ordered by the Superintendent or the EOC.

If ordered to evacuate, do so immediately.
Assist those who may need help such as those with disabilities.
Consider high-ground options. Utilize flood maps in safety plan.

Incident Commander

Determine if evacuation is required from any portion of the school.
Notify District Superintendent/District EOC of intent to evacuate,
Inform of the location of the safe evacuation site and the route to be taken to that site or ask for assistance in determining this.
Inform staff on the means of which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars, but emergencies require the protection of life as a FIRST PRIORITY.
Post a notice on the office door stating to where the school has relocated and inform the EOC
Monitor local radio and television stations for flood information.
Notify District Superintendent /EOC of school status and action taken. Ask for help if needed.
Delegate a search team if students or staff have been determined to be missing, and notify the EOC of the situation. Call 911 if unable to locate someone.
Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

Staff:

If warranted, evacuate students using evacuation plan.
Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
Teachers will supervise egress from the classrooms into the designated Evacuation Area according to the established Emergency Evacuation Routes marked on the maps posted in every classroom and office.
Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report.
Teachers will submit report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Director. Consider using RED/GREEN cards.
If students or staff have been determined to be missing, a search & rescue team will be activated to conduct their duties.
Follow the Student Release Procedures if school dismissal is warranted by the superintendent.
Be ready for a relocation/reunification action.

Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency responders and in consultation with the Superintendent or designee. Do not return to school building until it has been inspected and determined safe by property authorities.

Rapid Relocation (if determined and ordered by school administrator)

School incident commander:

Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
Inform 911 of the decision to leave campus and where you are going. Keep law enforcement updated with information about any students and staff who do not arrive at the designated relocation point.
Calm students, create a perimeter to separate the school population from others who may be present, and re-establish incident Command Teams with available staff.
All **media inquiries** will be referred to the Superintendnet/public information officer.
Direct the *planning and intelligence team leader* or other authorized user to open a report on the incident.
Once the incident has concluded and the campus has been determined to be safe, the school incident commander will initiate the **all clear** action.
Debrief with staff and fire personnel.

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☐ **First Aid/Medical Team (**operations)
- ☐ **Psychological First Aid/Crisis Team (**operations)
- ☒ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☐ **Supply/Equipment Team (**logistics)
- ☒ **Assembly Area Team (**operations)
- ☒ **Request and Reunion Gate Teams** (operations)

☐ **Fire Suppression/Hazmat Team (**operations)

☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 13: Food or Beverage Contamination Incident

Description: a situation in which multiple students and/or staff members become ill due to the consumption of contaminated food or beverage. This could involve accidental contamination or intentional contamination that could involve biological organisms, toxins, chemicals or radiological contaminants.

Alert signal: verbal notification of staff.

No action alert needed.

Teacher response:

1. Staff members may be the first to realize that a contamination incident has occurred. In this situation, notify the administrator immediately.
2. Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.
3. Follow the directions of the administrator.

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☒ **First Aid/Medical Team (**operations)
- ☐ **Psychological First Aid/Crisis Team (**operations)
- ☐ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☐ **Supply/Equipment Team (**logistics)
- ☐ **Assembly Area Team (**operations)
- ☐ **Request and Reunion Gate Teams** (operations)
- ☐ **Fire Suppression/Hazmat Team (**operations)
- ☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 14: Hazardous Material / Chemical Incident

Description: Accidents may occur during use, processing, or transporting of chemical and other hazardous materials, exposing people to the dangers of contaminants. In other instances, individuals or groups may cause the intentional release of chemicals or other hazardous materials.

Alert signal:

Option 1: "shelter, shelter, shelter for hazmat! Seal the room."

Option 2: "evacuate, evacuate, evacuate for hazmat to (designated location; upwind).

Do not evacuate buildings until you are sure you will not be evacuating into an area which may be more hazardous.

If a hazardous material incident occurs off-site but near-by;

Determine the location of the spill in relation to facility buildings and wind direction.
Announce: "shelter, shelter, shelter for hazmat! Seal the room"
Turn of all HVAC and air control systems
Close & seal all doors and windows. Use paper, plastic, tape, or wet paper towels.
Notify 911 of the chemical or hazardous material incident.
Follow all instructions given by the fire department when they arrive at the facility.
Establish ICS
Notify the district EOC

If a hazardous material incident occurs on-site:

If the substance is released inside a room or building, evacuate.
Evacuate students and staff to a **safe location at right angles to and upwind of the agent.**
Announce: "evacuate, evacuate, evacuate for hazmat to (designate location; upwind)."
Notify 911 of the chemical or hazardous material incident
After evacuation, persons who have come into direct contact with hazmat substances should be taken to a decontamination area and separated from the rest of the population to avoid contamination of others.
Be prepared to render first aid, if necessary. Watch for signs of medical distress.

-or-

If it is too dangerous to evacuate the facility, implement "shelter, shelter, shelter for hazmat! Seal the room" protocol.
Turn of all HAVC and air control systems

Close & seal all doors and windows. Use paper, plastic, tape, or wet paper towels.
Notify 911 of the chemical or hazardous material incident
The fire department will establish a decontamination area. If not, contact the EOC.
Persons who have come into direct contact with hazmat substances should be taken to a decontamination area.
Be prepared to render first aid, if necessary.
Establish ICS
Notify EOC

Part 15: Mental Health Crisis

Trauma: Trauma refers to an event or a situation where individuals fear for their life, despite the rationality of the fear. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological first aid (PFA): PFA is an evidence-informed modular approach to help children, adolescents, adults and families in the immediate aftermath of traumatic events, disasters and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff and parents/guardians.

Multi-tiered crisis response team model: There are two tiers of crisis response: school site and district office. The basic structure of the multi-disciplinary support teams on both tiers should be similar in their composition and incorporate district staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the district office, or a combination thereof

Tier i: School Site Crisis Response: School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team determines if there is a need for additional assistance from the district crisis team. The school site crisis team may be activated as part of the incident command system (ICS) team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

Tier ii: District Crisis Response: The school site administrator/designee contacts the district EOC for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide. Assistance from the district crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school

- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

As a result of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders should focus on addressing the social-emotional needs of students and staff.

The following are general preparedness, response and recovery protocols for the administrator/ designee to implement during any crisis in a school, at district and school-related activities, and in all areas within the district's jurisdiction.

Preparedness

School site crisis team members should be comprised of school staff, such as administrators, school psychologists, counselors and other specialized support staff. School site crisis team composition will vary by school and must be staffed by district employees only. Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities.

Schedule regular school site crisis team meetings. School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:

- Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
- Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
- Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the safe school plan.
- Provide/coordinate staff development and training on identified topics (e.g., psychological first aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and selfcare). For support with staff development and training, contact district operations administration or supervisor
- Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
- Identify school and community-based resources.

Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site.

Ensure campus/office safety

- Call 911 for immediate, emergency life threatening situations.
- Secure site and implement lockdown, if necessary.
- Activate the ICS team, as needed.
- For assistance and consultation, contact (whoever we want to establish as contact for crisis counseling and intervention services)

Determine facts, consider some of the following questions when gathering information to determine the appropriate response for the situation:

- What happened?
- Who was involved?
- How were they involved?
- How did it happen?
- Where and when did it happen?
- What caused the crisis?
- What is the condition of those involved?
- Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?

Notify

- District EOC as soon as feasible.
- Administrator/designee of co-located schools.
- Administrator/designee of other school sites that could be affected by the crisis.
- Other offices, as appropriate

Assess

The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods. Variables to consider when assessing the impact of the crisis include:

- Type of incident
- Number of students and staff that might be affected
- Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
- Physical proximity to the crisis incident
- History of other crises at the school or for those involved in the current crisis
- Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
- School and community resources available

Develop action plan

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee.

Actions may include:

- Communication
- Logistics/operations
- Psychological triage/crisis counseling
- Incident debriefing
- Documentation
- Important considerations
- Recommendations for short and long-term recovery

The crisis team will provide on-going assessment of needs and follow-up services as required.

Psychological First Aid; Responding to Crisis Incidents:

Listen to what they say and how they act.

- Address the feeling(s)/behavior(s) as soon as possible.
- If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
- Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
- Express compassion and calmness in your statements as well as nonverbal behaviors.

Protect by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
- Provide supervision and consistency to encourage successful outcomes.
- Give information that is accurate and age-appropriate.
- Keep the environment free of anything that could re-traumatize the student.
- Validate the student's life experience.
- Maintain confidentiality as appropriate.

Connect through interaction, activities and resources.

- "check in" with student(s) on a regular basis.
- Become familiar with learning support staff at your school (psychiatric social worker, school psychologist, counselor, nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
- Encourage interactions, activities, team projects with friends and teachers.

- Keep communication open with others involved in the students' lives (parents/guardians, other teachers, coaches etc.).

Note: Follow child abuse reporting procedures if you suspect child abuse and/or neglect.

Model calm and optimistic behavior.

- Model healthy responses by remaining calm, courteous, organized and helpful.
- Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
- Take constructive actions to assure safety.
- Monitor conversations that students may engage in or hear.
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
- Practice self-care.

Teach about normal changes that can occur when traumatized.

- Student(s) may have different reactions even to the same event.
- Encourage students to identify and use positive coping strategies to help them after the event.
- Help your students to problem solve to get through each day successfully.
- Help students set small "doable" goals and share in these achievements as "wins."
- Note: with time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

Incident Command Steps:

As the incident commander, the principal or designee activates the school ICS team, including the psychological first aid/crisis team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
The crisis team lead will work with the incident commander to assess the impact and triage students, staff, and parents/guardians, as needed.
The incident commander will notify the district EOC and request additional resources as necessary.
The incident commander will direct the planning and intelligence team leader or other authorized user to open a report on the incident, documenting the actions of the crisis team.
The crisis team will advise and assist the incident commander to restore regular school functions as efficiently and quickly as possible.
Crisis team members will make every effort to limit exposure to scenes of trauma, injury, and death.

The crisis team will provide on-going assessment of needs and follow-up services as required.

Responding to students who self-injure

Self-injury is the act of deliberately harming one's own body, through means such as cutting or burning. Self-injury is an unhealthy way to cope with emotional pain, intense anger, or frustration. Although this behavior often lacks suicidal intent, it can increase the risk of suicide because of emotional problems that trigger by self-injury. Therefore, students who engage in self-injurious behaviors should be assessed for suicide risk.

For definitions, protocol for responding to students who self-injure, as well as information about contagion and other considerations, see attachment p – intervention: protocol for responding to students who self-injure.

Signs and symptoms of self-injury

- frequent or unexplained bruises, scars, cuts or burns.
- consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtle necks, especially in hot weather; bracelets to cover the wrists; not wanting to change for physical education).
- possession of sharp objects (e.g., razor blades, shards of glass, thumb tacks).
- evidence of self-injury in (journals, drawings, social networking sites, etc.).

Risk factors of self-injury

Although self-injury can affect individuals at any age, there are certain risk factors that may increase the chance of someone engaging in self-injurious behavior, including the following:

- age - most people who self-injure are teenagers and young adults. Self-injury often starts in the early teen years, when emotions are more volatile and teens face increasing peer pressure, loneliness, and conflicts with parents/guardians or other authority figures.
- having friends who self-injure - people who have friends who intentionally harm themselves are more likely to begin self-injuring, sometimes as a way to bond with their peers.
- psychosocial factors - some people who injure themselves were neglected or abused or experienced other traumatic events. They may have grown up and remain in an unstable family environment, or they may be young people questioning their personal identity or sexuality. Some people who self-injure are socially isolated.
- mental health issues - people who self-injure are more likely to be highly self-critical and be poor problem-solvers. In addition, self-injury is commonly associated with certain mental disorders, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- alcohol or drug abuse - people who harm themselves often do so while under the influence of alcohol or drugs.

Protocols for responding to self-injury

Respond immediately or as soon as practically possible.

Supervise the student.
Seek medical attention, as needed and mental health resources.
Conduct an administrative search of student for access to means, such as razor blades, shards of glass, or other sharp instruments.
Communicate with and involve the parent/guardian so the self-injurious behavior can be addressed as soon as possible.
Encourage appropriate coping and problem-solving skills; do not shame the student about self-injurious behaviors.
Listen calmly and with empathy; reacting in an angry, shocked, or shaming manner may increase self-injurious behaviors.
Develop a safety plan with the student.
Provide resources.

Self-injury and contagion

Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:

Respond immediately or as soon as practically possible.
Seek medical attention as needed
Respond individually to students, but try to identify peers and friends who may also be engaging in self-injurious behaviors.
As students are identified, they should be supervised in separate locations.
If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have influenced the behaviors of others in the group. The self-injurious behavior may be indicative of complex mental health issues of this student.
Involve the mental health team or seek mental health resources

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☒ **First Aid/Medical Team (**operations)
- ☒ **Psychological First Aid/Crisis Team (**operations)
- ☐ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☐ **Supply/Equipment Team (**logistics)

☐ **Assembly Area Team (**operations)

☐ **Request and Reunion Gate Teams** (operations)

☐ **Fire Suppression/Hazmat Team (**operations)

☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 16: Missing Student; Location Unknown

Description: The safety of our students is our top priority. Our school and district have developed plans and procedures to ensure their safety. As such, the following procedures will be engaged when it is determined a student is missing from our school site and their location is unknown.

Alert Signal: Announcement

Option 1: "STAY, STAY, out of the way. Please remain where you are. We are trying to locate a missing student."

Determination of the status of a student as missing will be the responsibility of the site Principal or designee.

Missing Student (definition):
'Missing student' refers to any student whose location is unknown with ALL of the following factors:

1. After having checked-in to a school site and therefore under the care and custody of the school
2. During a time when they would normally be expected to be at the school site
3. The location of the student is unable to be determined after a reasonable attempt to locate the student

Incident command steps:

Principal:

Due to the uniqueness of this situation, please refer to individual sections below for response steps after determining classification level

Staff:

Notify principal immediately if a student is missing

Classifying the Level of Risk:
Age of student, mental or medical status of student, law enforcement response procedures, and circumstances all play a role in how we must respond to a missing student. To that end, the following categories have been established to assess the level of risk concerning a missing student. This determines the school's response as a matter of procedure. As with all planning, not every situation can be predicted. In those cases, best judgement based on this plan should be followed.

Critical Missing Criteria:

Students within this category lack the legal means to go missing by their own decision. Students in this category will be considered at high-risk, or 'critical', until they are located and their status is known. A student meeting ANY of the following criteria will be considered '*critical missing*' and immediate action will be taken.

- Student is 12 years of age or younger
- Student has a diagnosed mental condition
- Student has a diagnosed medical condition which poses a risk to their health if away from medication or monitoring (ie: diabetic, seizures)
- Student has previously known risk factors (ie: self harm, harm to others, substance abuse, domestic violence)
- Student is suspected of being abused, groomed, trafficked, etc.
- If going missing grossly opposes the student's known usual behavior

Strongly consider these situations which may warrant a decision of classifying the missing student as critical in the absence of the above:

- Student is on an Independent Educational Plan (IEP)
- Student is on a Medical Educational Plan (504)

If a student is determined to be 'critical missing' the following procedures will be followed:

***RESPONSE to Critical Missing*:**

Notify the Principal or designee immediately
Conduct a cursory search of the school
Consider issuing a "STAY" action alert to prevent student movement during the search
Attempt to contact the student through their cell phone via voice AND text if known
Contact parent/guardian and determine if they are aware of student's location.
Contact parent/guardian through all known means. Leave messages as appropriate.
Inform of the situation to avoid panic.
Dial 911 and inform law enforcement of the critical-missing student according to the 'Notifying Law Enforcement' section below.
Conduct a thorough search of the school site
Search the area around the school site (ie: streets, fields, parks)
Interview student's friends or classmates who may know the student and where they might go
Notify (school district) of missing student and actions taken

Contact the PIO to provide situational awareness and to begin developing messaging. It may be needed later.
In cooperation with law enforcement, consider a public notification
Keep law enforcement informed if student is located
If public messaging was issued, inform of found student's status
Only release students with face-to-face confirmation until the missing student is located

Non-Critical Missing Criteria:

A student shall be considered a '*non-critical missing*' student and appropriate action will be taken if ALL of the following are true:

- The student's location is unknown and nobody saw the student leave
- The student meets the definition of a missing student
- The student does not meet any of the risk factors of a 'critical-missing'
- The student is under the age of 18

***RESPONSE to Non-Critical Missing*:**

Notify the principal or designee
Attempt to locate the student within the school grounds
Consider issuing a "STAY" action alert to prevent student movement during the search
Attempt to contact the student through their cell phone via voice AND text if known
Contact parent/guardian and determine if they are aware of student's location.
Contact parent/guardian through all known means. Leave messages as appropriate.
Inform of the situation to avoid panic.
Notify (local law enforcement) of the non-critical missing student according to the 'Notifying Law Enforcement' section below.
Notify (school district) of missing student and actions taken
Contact the PIO to provide situational awareness and to begin developing messaging. It may be needed later.
Follow-up with parent/guardian until student is located and/or status is known
Cooperate with law enforcement as necessary

Voluntary Missing: Some students are authorized to sign themselves out of the school after instruction is completed. Occasionally, a student will leave without signing out or checking with a staff member. If a student who is normally authorized to sign themselves out, fails to sign out before leaving, but a staff member knows they left the facility, this may be considered a '*voluntary missing*'. While the student meets the criteria for a 'missing student', it is within

reasonable certainty they simply failed to sign out. These situations are considered to pose a low risk.

RESPONSE to Voluntary Missing:

Notify the principal or designee
Attempt to contact the student verbally by engaging in person-to-person contact. Follow the student a reasonable distance if safely possible, to ascertain mental temperature. If possible, screen for criteria of 'critical missing'.
Attempt to contact the student through their cell phone via voice AND text for confirmation of intent and advise of failure to sign out.
Contact parent/guardian to inform of the situation. If parent/guardian expresses concern for the student's health or mental well-being, re-check classification against criteria.

Notifying Law Enforcement

When notifying law enforcement of a missing student, it is important to inform them of the following:

- Who you are
- Where you are calling from
- What you are reporting (missing student)
- The risk status assessed to the situation: Critical Missing / Non-Critical Missing
- The factors used to determine the risk status (under 12, mental condition, etc)
- Student name
- Student description
- Last known location
- Actions already taken (searched the school and surrounding area, etc)
- Other factors to describe the situation
- Parent/guardian contact info
- Student contact info

Most common ICS scenario for this type of incident:

☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)

☐ **First Aid/Medical Team (**operations)

☐ **Psychological First Aid/Crisis Team (**operations)

☒ **Search and Rescue Team (**operations)

☐ **Security/Utilities Team** (operations)

☐ **Supply/Equipment Team (**logistics)

☐ **Assembly Area Team (**operations)

☐ **Request and Reunion Gate Teams** (operations)

☐ **Fire Suppression/Hazmat Team (**operations)

☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 17: Public Health Emergency

Description: A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak, pandemic such as case during the COVID-19 pandemic, or other infectious disease that affects a school community. During a suspected public health emergency, the principal or designee will consult with district nurses.

Alert Signal: None

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation.

For communications during a public health emergency, refer to the emergency communications handbook.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:

- Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. Schools must stock adequate hand-washing supplies for all restrooms. Alternative hand sanitizing options may be available through the district.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.

Continuity of Education Through Public Health Emergency

- In the event of a wide-scale or pandemic illness, critical school employees could be absent for

days, weeks, or months. Personnel needs should be coordinated with human resources.

- Have a plan to ensure important tasks can still be carried out when employees are absent. School sites are asked to cross-train on basic operations at least two people to fill in for missing co-workers.
- Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents. Methods may include the following:
    - Allowing students to take home school books and class materials
    - Posting lesson on school websites with materials
    - Using telephone messages to homes
    - Use of other approved internet education websites
    - Mailing home printed materials
    - Distribution of laptops
    - Distribution of hot-spots

Part 18: Severe Weather Procedures

Description: Severe weather events range situationally from severe wind to severe heat or even damaging hail or extremely heavy rainfall. The commonality of all events is that they are severe. This means there is an increased risk of injury or death due to a particular situation caused by the weather. Heat severity will not require action alerts, however a tornado would. Utilize action alerts in severe weather situations to protect people and to quickly get people to take an action aimed at protecting them.

Alert signal: Announcement

Option 1: "SHELTER, SHELTER, SHELTER, for (severe wind or tornado warning). Move away from all windows and exterior walls. Move to interior rooms and leave large indoor areas, such as gyms, immediately."

Option 2: "SHELTER, SHELTER, SHELTER, for (severe wind or tornado warning). Duck, Cover, & Hold immediately."

FOR HEAVY RAINFALL:

Description: In the event of severe weather – Heavy Rainfall, see 'flooding' section within this plan, as flooding is the potential risk associated with this type of event.

FOR DAMAGING HAIL:

Description: Damaging hail can cause injury to persons and damage to property. The Northern California area in particular has experienced substantial bouts of damaging hail in recent years. Hundreds of thousands of dollars in damages to property have been claimed with insurance companies.

General Concepts:

- If a 'damaging hail' warning is received or experienced, notify the Director immediately.
- Based upon the risk to persons and facilities, the Director, in conjunction with the EOC, will develop an action plan to protect personnel, students, and facilities.
- In general, if damaging hail is expected or experienced, taking shelter indoors is the best option. While roofs and facilities may be damaged, protection of persons can be realized by remaining protected indoors.

- There is generally not a need to modify teaching activities except to limit them to indoor environments.

Incident command steps:

Principal

The principal or designee becomes the **incident commander**

Activate the school ICS team
Announce the appropriate alert signal, "SHELTER, SHELTER, SHELTER, for damaging hail. Move away from all windows and remain indoors."
If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, bullhorn, etc. The incident commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.
As long as everyone is indoors, the greatest potential risk will be to property. This may include cars, buildings, solar panels, landscaping, etc.
Make notifications to the district and parents/guardians utilizing the communications handbook, informing the status of the safety of the students.
Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.
After the event has concluded, task the security/utilities team to assess damage to the property under the control of the school.
Report damage as soon as possible to the EOC. If no damage, report same.
Coordinate medical response for any injured persons. Look for head injuries sustained from falling ice-chunks (hail).

Staff

Bring all persons indoors to protect from damaging hail.
If anyone was struck in the head and injury is possible, direct to medical attention such as the school nurse.
If injury is apparent and it is a head injury, notify the director immediately.
If any injury other than the head is substantial, notify the director immediately.
Security/facilities team should respond as directed to assess damage to property. Consider all things which may be damaged, including cars, buildings, solar panels, landscaping, etc.

FOR SEVERE WIND OR TORNADO:

General Concepts:

- If a severe wind warning is received, notify the Superintendent immediately.
- Based upon the specific threat, the Superintendent/EOC, will develop an action plan to protect personnel, students, and facilities.
- In general, if severe winds are affecting the core facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.
- Close all windows and blinds and avoid auditoriums, gymnasiums, and other building locations that have large roof areas or spans.
- Avoid all areas that have large concentrations of electrical equipment or power cables.

Incident command steps:

Principal

The principal or designee becomes the **incident commander**

Activate the school ICS team
Announce the appropriate alert signal, "SHELTER, SHELTER, SHELTER, for (severe wind or tornado warning). Move away from all windows and exterior walls. Move to interior rooms and leave large indoor areas, such as gyms, immediately."
If the pa system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, bullhorn, etc. The incident commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.
If severe winds/weather make it necessary, follow drop, cover, & hold followed by evacuation to the assembly area
Make notifications to the district and parents/guardians utilizing the communications handbook.
Once the incident has concluded and the campus has been determined to be safe, the incident commander will initiate the all clear action.

Staff

Instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
If outside move indoors immediately.
If not possible to get to shelter, instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
Move everyone away from windows.

Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
As soon as practical, assess for injuries.
Report

FOR SEVERE HEAT:

Description: Severe heat is a long period of abnormally high heat for a region. Extreme heat can impact the body and may result in nausea, unconsciousness, dehydration, and strokes. In 2006, a severe heatwave resulted in 655 deaths and over 16,000 excess emergency room visits throughout the state of California. Extreme heat often results in the highest annual number of deaths among all weather-related disasters. Severe heat is described as lasting **more than one day** with sustained **temperatures over 95 degrees**.

Signs of Heat Exhaustion:

- Heavy sweating, paleness, muscle cramps, tiredness, weakness, dizziness, headache, nausea or vomiting, and fainting.

Actions:

Go to an air-conditioned place and lie down.
Loosen or remove clothing.
Take a cool bath.
Take sips of cool sports drinks with salt and sugar.
Get medical help if symptoms get worse or last more than an hour.

Signs of Heat Stroke:

- Extremely high body temperature (above 103 degrees) indicated by an oral thermometer;
- Red, hot, and dry skin with no sweat;
- Rapid, strong pulse; dizziness; confusion; and unconsciousness.

Actions:

Call 9-1-1 or get the person to a hospital immediately.
Cool down with whatever methods are available until medical help arrives.

General Concepts:

- If a severe heat warning is received, notify the Director.
- Based upon the specific potential impact to the school, the Superintendent, in conjunction with the EOC, will develop an action plan to protect personnel, students, and facilities.
- Equipment may fail or become damaged during high heat. Systems such as HVAC systems have a maximum operating temperature.
- In general, if severe heat is anticipated (temperature above 95 degrees), outdoor activities should be limited.
- Do not use electric fans when the temperature outside is more than 95 degrees. You could increase the risk of heat-related illness. Fans create air flow and a false sense of comfort but do not reduce body temperature.
- Avoid high-energy activities.
- If outdoor activities are engaged, breaks should be given *at least* every 30 minutes with *at least* 10 minutes rest periods per hour.

Incident command steps:

Principal

The principal or designee becomes the **incident commander**

Activate the school ICS team
Inform the school population of the anticipated severe heat warning.
If the pa system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, bullhorn, etc. The incident commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.
Tell staff to implement modified activity strategies in response to severe heat
Remind staff to monitor students for signs of heat exhaustion and heat stroke
Make notifications to the district and parents/guardians utilizing the communications handbook explaining actions being taken and reassuring of student safety.
Once the incident has concluded and the campus has been determined to be safe, the incident commander will inform staff to return to normal operations.

Staff

Follow instructions given by the incident commander.
If outside move indoors.

If instructed, implement modified activity strategies in response to severe heat.
Ensure students and other staff members are drinking plenty of water.
Students with disabilities that do not allow them to manage themselves will need to be monitored to ensure they are drinking plenty of water, remaining cool, and being screened for signs of heat exhaustion of heat stroke.
Continually assessed student population for signs of heat exhaustion or heat stroke.
Immediately report to the incident commander any persons exhibiting symptoms of heat exhaustion or heat stroke.
Call 911 for any persons exhibiting symptoms of heat stroke.

Most common ICS scenario for this type of event:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☒ **First Aid/Medical Team (**operations)
- ☐ **Psychological First Aid/Crisis Team (**operations)
- ☒ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☐ **Supply/Equipment Team (**logistics)
- ☒ **Assembly Area Team (**operations)
- ☒ **Request and Reunion Gate Teams** (operations)
- ☐ **Fire Suppression/Hazmat Team (**operations)
- ☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

Part 19: Suspicious Mail/Packages

Description: In recent years, mail has become a more common way to deliver hazardous items to intended targets. While unlikely that a school would receive such an item, the possibility remains and a plan to address the situation needs to exist. Dangerous packages may contain explosives or biological agents. Both of these things can be deadly and pose a serious threat to the school.

All incoming mail and packages should be handled with caution and, at least, quickly reviewed for the below characteristics.

Alert signal: None or Announcement

Option 1: Do not alert (no signal)

Option 2: EVACUATE, EVACUATE, EVACUATE to (name area to evacuate to 1000 ft away) for (suspicious package in the office). Avoid (the administration building, etc.)

Option 3: EVACUATE, EVACUATE, EVACUATE for hazmat. Move to (designated location; upwind).

Below are indicators of suspicious mail and steps to take in the event that suspicious mail is received.

- Is unexpected or from an unfamiliar source
- Has excessive postage
- It is addressed to someone who no longer works at the school or site
- Is addressed to a current employee but with the wrong title
- Contain several misspelled words on the envelope or package
- Marked with restrictive endorsements such as "personal" or "confidential"
- Has no return address or an address that cannot be verified
- Mail from a foreign country
- Shows a city or state in the postmark that doesn't match the return address
- Is lopsided, oddly shaped, or has an unusual weight, given its size
- Has protruding wires, strange odors, or stains
- Has powdery substance on the outside
- Has an unusual amount of tape on it
- Is ticking or making unusual sounds

Considerations to evacuate will be up to the Director.

What to do with suspicious mail:

- Do not try to open the package.
- Do not sniff, taste, or shake the package.
- Isolate the package.
- Evacuate the immediate area;
- Close the door.
- Contact your supervisor
- Call 911.

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of an attack by mail.

Response to mail suspected of delivering biological/chemical agents in powder form:

- If you have not already done so, do not touch the envelope or package.
- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove the cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Turn off HVAC systems to prevent spread.
- Wash your hands with soap and warm water.
- Ensure that everyone who had contact with a piece of mail washes his or her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police through 911 in addition to the US Postal Inspection Service (877) 876-2455.
- Supervisors should notify the Director.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.

Law enforcement should be notified of all suspicious mail or packages. When calling 911, describe the location of the package, what the package looks like, and why you find it suspicious. Follow all instructions given to you by the 911 dispatcher.

Most common ICS scenario for this type of incident:

- ☒ **Command Team** (command, planning & intelligence, operations, logistics, finance & administration)
- ☐ **First Aid/Medical Team (**operations)
- ☐ **Psychological First Aid/Crisis Team (**operations)
- ☐ **Search and Rescue Team (**operations)
- ☒ **Security/Utilities Team** (operations)
- ☐ **Supply/Equipment Team (**logistics)
- ☒ **Assembly Area Team (**operations)
- ☐ **Request and Reunion Gate Teams** (operations)
- ☐ **Fire Suppression/Hazmat Team (**operations)
- ☒ **Documentation/Command Post Liaison Position** (planning & intelligence)

SECTION 7: Communications

Critical Incidents

Media protocol

Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity, interference with emergency response, and increased liability. Conversations intended to be confidential may become very public if overheard by media. It is important to distance any media from the immediate area. It is also important to designate a single point of contact to refer media, such as the PIO.

Guidelines:

1. Do not make any statements to media during or after a critical event without the direct permission of the administrator.
2. Refer all media inquiries to the Superintendent/PIO.
3. Notify your supervisor whenever the media contacts you.
4. A media staging area should be established away from the school
5. Designate a district representative to serve as the single spokesperson and point of contact.
6. Do not allow staff to speak to the media.
7. Ask first responders to designate the area as an investigative scene, which can be used to legally prevent media from entering and keep them at a distance.
8. Protect student privacy as much as possible.
9. Do not confirm any information, even if the person asking seems to already know the information.

Emergency Communication Checklist - PIO

Receive alert of an emergency

Ask for help from district. If help is not immediately available, utilize the emergency communication guidebook

Gather all relevant facts, determine need and type of responses

Create fact sheet and send to appropriate parties (especially those who answer the phones & site administration)

Create message and media statement (media may be placed on hold depending on situation)

- Refer to the *emergency communication guidebook*

Notify stakeholders (suggestion only and depending upon circumstance)

Monitor media, send updates as needed

Collect any printed materials found (fliers, notes, outside agency social media posts, printouts) that may be used during the debriefing process and/or after-action reporting

Prepare information regarding the incident related to the school/district for the Joint Intelligence Center (when necessary)

Stakeholder	**Message tool**
Law enforcement, OES	Phone call
School Board, other Superintendents	Phone calls, email
Administration, Faculty, and Staff	Email, text alerts
Students	Verbally, letter sent home
Parents/guardians	Email, recorded call, website, social media, text alerts
Media	Email, follow-up calls
Local community	Website, social media
Government Entities (county, CDE, etc.)	Email and/or phone call
School Organizations (clubs, athletics, PTA)	Email and/or phone call

SECTION 8: Appendices

Appendix A: Legal Requirements

California Senate Bill 187 (1997) - requires a comprehensive school safety plan with identified appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, update the plan annually, and adopt emergency procedures and policies.

California Education Code section 32282 - requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed "drop" procedures.

Also requires training of school staff in the drop procedures.

California Education Code section 35295-35297 - specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

California Education Code section 35294.1 - school safety plans may include an action plan with input from law enforcement, and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

California Code of Regulations 560 - school principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

California Education Code 32040 - requires each school to have a first aid kit.

California Government Code 3100 (disaster service workers' act) - all public personnel, including school district employees and charter school employees, can be declared disaster service workers. As disaster service workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the president or the governor, or proclaimed by the mayor.

No Child Left Behind (NCLB) Act of 2001 Title IV Part A (Safe and Drug Free Schools & Gun Free Requirements) – provides funding for schools to prevent violence in and around schools; to prevent the illegal use of alcohol, tobacco and drugs; and to foster a safe and drug-free learning environment.

California Education Code 3200 - schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year at intermediate schools, and not less than twice a year at secondary schools.

Appendix B: Evacuation Locations for Durham Unified School District

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In the event an evacuation of the school is required, the following locations have been pre-identified as locations where we anticipate moving to as a result of the evacuation, depending on the incident and necessity of the situation. These are not absolute, and are identified to aid in quick response and decision making. Other options may be more appropriate given the specific circumstances.

- The primary evacuation location of Durham Unified School District will be Durham Memorial Hall and/or the Mid-Valley Baptist Church.

- Our identified secondary point of evacuation will be Silver Dollar Fairgrounds.

- In the event an evacuation also requires a 1,000 ft distance from the school site, it is our intention to move those evacuated to Silver Dollar Fairgrounds.

- For off-site reunification in the event we need to reunite families at an off-site location, we have established prior agreements to move to a number of locations. Our first intended location will be Durham Memorial Hall and/or Mid-Valley Baptist Church.

Appendix C: Durham Unified School District Maps

(ATTACH EVACUATION MAPS, FLOOD AND EARTHQUAKE RISK MAPS, PLUS ANY ADDITIONAL MAPS UNIQUE TO YOUR SCHOOL SITE)

The following maps were last reviewed on Map Dates.

Appendix D: Durham Unified School District School Incident Command Structure

Appendix E: Durham Unified School District Emergency Notification Matrix

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Appendix F: Durham Unified School District Instructional Continuity Plan

Introduction

The Durham Unified School District has three schools on one large campus in the rural community of Durham seven miles south of Chico. Durham Elementary School has a student population of about 500 students in grades TK-5. Durham Intermediate School has a student population of about 230 students in grades 6-8, and Durham High School has a student Population of about 320 in grades 9-12.
Senate Bill 153 added a provision to the California Education Code Section 32282 requiring local education agencies to adopt a plan to ensure all students can access instruction during a natural disaster or emergency as a portion on the district's safety plan.
The goal of the law is to ensure school districts have a plan to maintain educational quality and continuity during disruptions caused by a natural disaster or emergency. The plan is required to address unique student needs exacerbated by crises.

Educational Partner Engagement

Initial feedback for this plan was informed by our experiences during the 2020 COVID-19 pandemic when developing the original Learning Continuity and Attendance Plan. Surveys were distributed to families and staff (via email, text, calls, Google Forms), and input was gathered from Site Councils and bargaining units through Memorandums of Understanding (MOUs).
Ongoing feedback will continue to be collected through councils and safety teams composed of representatives from our school communities to ensure the plan remains responsive and effective.
It was quite clear during the COVID-19 Pandemic that our community prefers in-person instruction. The goal for any incident leading to the need to implement the ICP will be to return to in-person instruction as quickly as possible.

Continuity of Learning

In-Person Instructional Offerings:

If it is possible, the district will return to in-person instruction within the mandated 10 instructional days following any emergency. The district will immediately implement any health and safety protocols required to continue in person instruction.
If it is not immediately possible to return to in-person instruction, Durham Unified would return within the mandated 10 days to distance learning following the requirements of California Education Code 51744.

At Durham Unified, our top priority is ensuring all students have continuous access to high-quality instruction, whether learning takes place in person or remotely. While we strongly value and prioritize in-person learning for its academic, social, and emotional benefits, we recognize the importance of having a clear plan in place should a shift to virtual or hybrid learning become necessary. In the event of a temporary closure or emergency, all students will transition smoothly to remote learning using our 1:1 Chromebook program and established Google Classroom platforms.

Teachers will provide daily instruction, assignments, and feedback through Google Classroom, with synchronous check-ins (TK-3 daily, 4-8 daily live interaction and a least weekly synchronous instruction, 9-12 opportunities for at least weekly synchronous instruction) and support via Google Meet. Attendance, participation, and engagement will continue to be monitored closely to ensure students stay connected and supported. For families without reliable internet access, the school will

provide hotspots or alternative learning packets as needed. Staff will maintain regular communication with students and families to provide academic guidance, technical support, and access to counseling or intervention services.

Durham Unified is committed to minimizing disruption and maximizing learning continuity for every student. Our approach emphasizes preparedness, strong home-school communication, and adaptability—ensuring that no matter the circumstance, our students continue to learn, grow, and thrive as part of the Durham community.

Access to Devices and Connectivity: Explain measures to provide all students with necessary devices and internet access to participate in distance learning.

Durham Unified has a one-to-one Chromebook to student ratio. Chromebooks are checked out to individual students in 6th through 12th grades. With students already having Chromebooks and many teachers utilizing Google Classroom, the transition for these grade levels temporarily to remote or blended learning would be much smoother than it was in 2020 when schools were forced to move to remote learning.

The elementary school Chromebooks are kept in the individual classrooms. Should remote instruction become necessary, the school and district will institute a drive-through check out system to ensure students have the necessary technology.

Some students living in rural areas may struggle to connect to the internet. Through the COVID-19 experience, the district learned how to acquire and utilize hot spots for these students. These would become part of the drive through check out process for families that identify it as a need.

Support for Pupils with Unique Needs

To ensure equitable access to education during distance and hybrid learning, the district has implemented targeted supports for English learners, students with disabilities, foster youth, and students experiencing homelessness:

- Technology Access: All students are provided with 1:1 devices and internet hotspots to eliminate digital access barriers. Technical assistance is available to help families stay connected and engaged.
- Learning Platforms: Instruction is delivered via Google Classroom and Google Meet, allowing for streamlined communication, assignment tracking, and access to instructional resources. Teachers use differentiated instructional strategies and translation tools to support English learners and students with disabilities.
- Monitoring and Engagement: Regular attendance and student engagement are closely monitored through Aeries Student Information System, Google Classroom and Google Meets. The Health and Wellness team will follow up promptly when students show signs of disengagement, with particular attention to vulnerable student groups.
- English Learners: Designated and integrated English Language Development (ELD) instruction is provided via Google Meets and Google Classroom. Teachers use scaffolds, visual supports, and native language resources where appropriate to support language acquisition and content understanding.
- Students with Disabilities: Individualized Education Plans (IEPs) and 504 Accommodation Plans are implemented with fidelity, and students receive accommodations, modifications, and related services (e.g., speech therapy, occupational therapy) through virtual and in-person sessions as

appropriate. Collaboration between general and special education teachers ensures inclusive practices.

- Foster Youth and Students Experiencing Homelessness: The District Homeless and Foster Youth Liaison and Bi-lingual Family Liaison will ensure these students have consistent access to academic and social-emotional support. Case management services are coordinated with community agencies to address housing, food security, and mental health needs.
- Professional Development: Staff receive ongoing training in trauma-informed practices, Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), and effective use of Google Classroom and Google Meets. This ensures that educators are equipped to support students facing adversity and deliver high-quality, inclusive instruction.

Learning Continuity Plan: Mental Health and Social-Emotional Well-Being

1. **Monitoring**
   The District will regularly monitor the mental health and social-emotional well-being of students and staff through school-based mental health screenings, student support team meetings virtually or in-person as appropriate, and feedback from the Health and Wellness Team. District staff are trained to recognize signs of distress and refer students as needed. Climate and culture surveys are administered periodically to assess school connectedness, emotional safety, and overall well-being.

2. **Support Services**
   The District offers a range of support services and programs to address mental health needs. These include access to school counselors, psychologists, and behavior support staff. Staff receive ongoing professional development on trauma-informed practices, mental health first aid, and social-emotional learning strategies to better support student wellness and their own self-care.

3. **Integration of Social-Emotional Learning (SEL)**
   Social-emotional learning is embedded in school culture and instruction across the district:

   - Durham Elementary School (DES) implements Positive Behavioral Interventions and Supports (PBIS).
   - Durham Intermediate School (DIS) uses the Wayfinder SEL curriculum.
   - Durham High School (DHS) integrates Character Strong to support student growth in emotional regulation, empathy, and decision-making.

1. **Additional Mental Health Resources**
   The district ensures access to the following mental health resources:

- A Social Emotional Counselor is available at both DIS and DHS.
- A District-wide School Psychologist supports all school sites.
- DES benefits from a Behavior Support Paraprofessional.

- The District partners with Butte County Behavioral Health and other community-based mental health organizations for additional services and referrals.

Pupil and Family Engagement and Outreach
Since the COVID-19 experience, Durham Unified has added many strategies for communicating with families and the community. The District adopted the Parent Square system within the Aeries Student Information System. This system allows each school and the district to send out messages simultaneously through phone calls, text message and emails. Additionally, the district upgraded to a new website, added an app for iphone and android devices and a system that synchs messages between the website, app, Facebook, Instagram and X.
The district will utilize all of these systems as soon as possible but no later than five calendar days following an emergency to communicate with families in the case of a school closure and ICP that requires remote or blended instruction.
Additionally, the district has created a Wellness team comprised of the Director of Students Supports and Services, school psychologist, counselors, health staff, and classified student support positions. This group would be utilized to communicate with families identified as needing the most support.
The district also now has two bilingual staff members at the district office in addition to the bilingual aide and parent liaison at the school sites. This staff would be utilized to communicate with non-English speaking families.

7. School Nutrition

1. Objectives

- Ensure continuous access to nutritious meals for all students during school closures.

- Prioritize vulnerable students who rely on school meals as a primary food source.

- Comply with health and safety guidelines for food preparation and distribution.

2. Meal Service Model Options

A. Grab-and-Go Meals

- Prepare pre-packaged meals that can be picked up by families.

- Set up distribution points at schools or community centers.

- Offer breakfast and lunch (or multiple days' worth of meals in one pickup).

- Recommended pickup times: staggered to reduce crowding (e.g., 10 AM–1 PM).

B. Meal Delivery Service

- Partner with school bus routes or community volunteers to deliver meals.

- Prioritize high-need or rural students without access to transportation.

- Could deliver 2–5 days' worth of meals per drop.

3. Logistics and Staffing

Food Preparation Sites: Identify school kitchens or local partners (restaurants,

nonprofits).

- **Staffing:** Utilize cafeteria staff, teachers, bus drivers (for delivery), and approved volunteers.

- **Scheduling:** Rotating teams to prevent burnout and reduce exposure risk.
- **Health and Safety:**
- All food handlers wear PPE and follow sanitation protocols.
- Regular health screenings for staff.
- Minimize contact—curbside pickups, limited interaction.

4. Communication Plan

- Utilize Parent Square for robocalls, texts, emails, and social media to notify families.

- Post updated schedules and locations online and at school entrances.

- Provide multilingual communications to reach all families.

- Place Advertisements in Local Papers

5. Documentation & Compliance

- Track meals served daily for reporting and reimbursement purposes.

- Ensure compliance with USDA or local school meal program regulations.

- Maintain records of staff schedules and food safety checks.

6. Community Partnerships

Collaborate with:

- Local food banks and pantries.
- Nonprofits (e.g., Feeding America, United Way).
- Local farms or businesses for food donations or discounts.

7. **Evaluation and Feedback**

Regularly gather feedback from families to adjust meal times, locations, or menu.

- Monitor participation rates.

- Be flexible and ready to scale up or down based on needs.

LCAP Mid-Year update

Board report
Feb. 18, 2026

What is the Dashboard?

The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The state measures Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation rate, College and Career Indicator, Academics (ELA and Math from SBAC test) with state data.

Districts input information for the following local measures: Basics (teachers, Instructional Materials and facilities), Implementation of Standards, Parent Engagement, Local Climate Survey and Access to a Broad Course of Study.

- Science scores were also indicated on the Dashboard in 2024 but not for accountability purposes

What do the colors mean?

Level	Declined Significantly	Declined	**Maintained**	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	**Green**	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange

Increased/decreased data points

1. Chronic Absenteeism= decline/increase means movement .5 to 3 pts, significantly means more than 3 pts
2. Suspension rate= decline/increase means .3 to 2.0 pts, significantly means more than 2 pts
3. EL Progress Indicator= decline/increase means 2-10 pts, significantly means more than 10 pts
4. Grade Rate= decline/increase 1 to 4.0, significantly means more than 5
5. ELA/Math= decline/increase 3-15 pts, significantly means 15 pts or more

Where do I find the Dashboard?

The Dashboard is publicly available at:

www.caschooldashboard.org

Chronic Absenteeism

Chronic Absenteeism Definition: Chronic Absenteeism shows how many students were absent for 10 percent or more of the instructional days they were enrolled to attend. This equals 18 absences in a school year.

How does DUSD Chronic Absenteeism compare?

District	All	Hispanic	Homeless	SED	White	EL	SWD	2 or more
Durham	11.6 (-1.6)	20 (-2.8)	23.1 (-10.3)	18.8 (-4.4)	8.3 (-1.6)	26.8 (+0.6)	22.2 (-9.5)	18 (-0.6)
State	17.1 (-1.5)	20.1 (-1.6)	30.7 (-2)	21.7 (-1.6)	12.2 (-1.3)	18.1 (-2)	24.9 (-1.5)	14.9 (-1.3)
Biggs	17.6 (+3.5)	16 (+2.6)	28.6 (+5.7)	19.6 (+1.8)	17.1 (+3.6)	18 (+8.9)	25.6 (-1.4)	NA
Chico	16.3 (+0.4)	18.7 (+0.4)	39.2 (0)	22.1(-0.5)	13.5 (+0.2)	17.8 (+1.6)	26.5 (+1.8)	17.9 (+0.5)
Gridley	21.8 (+3.2)	22.5 (+3.8)	50.9 (+12.2)	24.1 (+3.2)	20 (+1.8)	19.6 (+2.2)	32.1 (+1.9)	31.8 (+9.1)
Paradise	26 (0)	25.7 (-7.7)	10.4 (-10.4)	28.9 (-0.1)	24.2 (+1.2)	NA	32.9 (+3.5)	39.3 (+8.3)

How does DES Chronic Absenteeism compare?

District	All	Hispanic	Homeless	SED	White	EL	SWD	2 or more
DES	9.2 (-3.8)	12.8	NA	15.8 (-6.7)	7.6 (-3.1)	17.9 (-1.6)	23.2. (-6.4)	14.3 (-6.3)
Shasta	10.3 (+0.6)	11.2 (-4)	NA	16.9 (-0.3)	10 (+1.6)	12.2 (+4.8)	17.2 (+2.1)	7 (-1.9)
Neal Dow	16.7 (-3.3)	18.3 (+1.2)	39.5 (-6.2)	21.5 (-2.2)	15.2 (-4.5)	NA	26.3 (-2.5)	20.8 (-4.8)
Emma	17.7 (-2.9)	20.9 (-1.7)	30.5 (-13.6)	23 (-3.3)	16.1 (-1.96)	21.6 (+9.1)	31.4 (+5)	14.5 (-3.2)
Ophir	28.7 (-1.7)	31.8 (-1.8)	47.7 (+10.7)	34 (-1.2)	27.3 (-2.7)	NA	35.4 (-4.3)	37.3 (+7.3)

How does DIS Chronic Absenteeism compare?

District	All	Hispanic	SED	White
DIS	19.2 (+5.7)	35.7 (+11.2)	29 (+5)	12.6 (+2.8)
Bidwell	16.3 (-3.1)	21.6 (-5.5)	24.7 (-2.5)	13.5 (-1.2)
Marsh	16.9 (+2.3)	20.8 (-0.1)	24.6 (-0.3)	13.3 (+0.7)
Sycamore	19.4 (+2)	18.9 (+2)	22.3 (+2.1)	19.7 (+2.3)

How does DUSD compare in suspension rate

District	All	Hispanic	Homeless	SED	White	EL	LTEL	SWD	2 or more
Durham	3.2 (+0.1)	6.2 (+1.3)	3.1 (+3.1)	5.6 (+1.1)	1.7 (-0.8)	4.3 (-1.7)	5 (-7.1)	3.6 (+1.9)	7.9 (+3.9)
State	2.9 (-0.4)	5 (-0.4)	5.1 (-0.5)	3.6 (-0.4)	2.4 (-0.2)	3.2 (-0.2)	7 (-1.1)	5 (-0.5)	2.8 (-0.2)
Biggs	5.4 (-1.6)	3.4 (-0.4)	8 (+1.4)	6.7 (-1)	6.1 (-2.5)	3.4 (-2.2)	0 (0)	7.5 (-5.1)	NA
Chico	3.7 (+0.2)	3.8 (+0.4)	9.6 (+0.3)	5.3 (+0.2)	3.4 (+0.2)	2.3 (+0.1)	8.1 (-0.4)	7.9 (+0.2)	4.6 (-0.2)
Gridley	3.8 (-0.9)	3.7 (-0.3)	5.8 (-3.1)	4.3 (-0.6)	4 (-1.7)	2.6 (-0.8)	9.7 (+7.8)	5.5 (-2.5)	5.5 (-2.5)
Paradise	8.6 (-0.2)	6.7 (-0.6)	11.8 (-10.8)	9.5 (-0.9)	9.2 (+0.3)	4.7 (+1.5)	NA	10.4 (+1.9)	9.6 (-2.3)

How does DES compare in suspension rate

School	All	Hispanic	SED	White	EL	SWD	Two or more
Durham	0.2 (-1.2)	0 (-2.7)	0 (-3)	0 (-1.1)	0 (-2.4)	0 (-1.4)	2.4 (+2.4)
Shasta	0.5 (-0.1)	NA	0.9 (-0.6)	0.3 (-0.5)	0 (0)	1.6 (-0.5)	2.2 (+2.2)
Neal Dow	2.5 (-0.6)	2.7 (+0.8)	2.8 (-0.7)	1.9 (-0.4)	NA	3.9 (-3.2)	5.6 (-5.3)
Emma	1.2 (+0.2)	0.6 (-0.1)	1.7 (+0.5)	1.7 (+0.6)	0 (0)	5 (0.5)	1.5 (+0.3)
Ophir	4.8 (-1.7)	3.8 (+0.6)	5.8 (-1.9)	5.8 (-1.9)	NA	7.5 (-2.3)	3.8 (-0.1)

How does DIS compare in suspension rate

School	All	Hispanic	SED	White	SWD
Durham	8.6 (+6.1)	17.5 (+13.9)	14.5 (+10.5)	4.7 (+2.3)	NA
Bidwell	1.2 (-0.5)	1.9 (+0.3)	2 (-0.6)	1 (-0.3)	1.8 (-0.6)
Chico Jr	10 (+0.4)	7 (-1.2)	13 (+1.7)	10.3 (+1.5)	20.7 (+2.2)
Marsh	7.8 (-1.6)	8.8 (-2.3)	12.5 (-3.6)	7.3 (-0.2)	12.9 (-8.5)
Sycamore	5.4 (-2.3)	6 (-1.2)	7.1 (-2.3)	5.3 (-2.4)	10.2 (-8.9)
Paradise	13.8 (-1.7)	13.5 (+3.9)	16.9 (-1.4)	14.1 (-2.6)	16.1 (+1.5)
Ishi Hills	17.8 (-6.6)	12.5 (-6.7)	19 (-8.6)	21.9 (-3.8)	32.1 (+8.3)
Central	11.1 (-9.7)	8.4 (-17.5)	11.8 (-11.10)	13.8 (-7.8)	21 (-6.5)
Nelson	6.3 (-6.1)	9 (-2.5)	6.3 (-7.3)	9.9 (-9.9)	13.1 (-15.5)

How does DHS compare in suspension rate

School	All	Hispanic	SED	White	SWD
DHS	3.7 (-2.9)	6.3 (-2.3)	6.4 (-1.5)	1.9 (-3.6)	2.8 (0)
Biggs	2.3 (+1.2)	1.6 (+1.6)	1.8 (+1)	2 (+1)	NA
Chico	5 (+1.4)	5.5 (+1.3)	6.6 (+1.6)	4.3 (+1.9)	11.1 (+4.7)
Gridley	6.2 (+0.4)	5.4 (+1.5)	6.8 (+1.5)	6.8 (-1.6)	10.2 (-1.9)
Paradise	13 (+4.9)	11.1 (+4.2)	15.3 (+4.7)	12.6 (+4.8)	13.9 (+6.8)
PVHS	2.4 (-0.2)	3.5 (+0.7)	4.2 (-0.3)	1.9 (-0.8)	8.8 (+2.8)

How does DUSD compare in EL Indicator?

District	All	ELL	LTEL
Durham	40.9 (-22.1)	40.09 (-22.1)	37.5 (-24.4)
State	46.4 (+0.7)	46.4 (+0.7)	49.1 (+3.3)
Biggs	40.4 (-0.6)	40.4 (-0.6)	NA
Chico	49.7 (+4.5)	49.7 (+4.5)	46.8 (+12.9)
Gridley	40.5 (-9.7)	40.5 (-9.7)	55 (-8)
Paradise	NA	NA	NA
Hamilton	43.6 (+10.3)	43.6 (+10.3)	45.5 (+6.4)
Colusa	44.5 (+8.1)	44.5 (+8.1)	50.9 (+2.4)

How does DUSD compare in Grad Rate

District	All	SED	White
Durham	98.6 (-0.1)	97.1 (-0.6)	97.7 (+0.2)
State	87.8 (+1)	86.2 (+1.8)	89 (-0.2)
Biggs	91.9 (-3.8)	NA	NA
Chico	90.6 (+0.1)	91.1 (+0.7)	92 (+0.6)
Gridley	93.7 (+0.6)	93.1 (+1.1)	91.2 (+6)
Paradise	89.5 (-2.3)	89.7 (-1.2)	90 (-2.9)
Hamilton	95.5 (+0.3)	96.6 (+2)	NA
Colusa	91.3 (+2.7)	88 (+1)	NA

How does DUSD compare in ELA?

District	ALL	Hispanic	SED	White	EL	LTEL	SPED
Durham	3.3 PBS (+0.4)	46.8 PBS (+7.5)	32.5 PBS (-1.2)	14.2 PAS (+1.5)	75.4 PBS (+17.8)	NA	65.4 PBS (+30.9)
State	8.1 PBS (+5.1)	33.7 PBS (+5.7)	35.3 PBS (29.3)	23.8 PAS (+4.7)	59.9 PBS (+7.6)	104.5 PBS (+5.1)	89.4 PBS (+6.2)
Biggs	31.5 PBS (+11.7)	47.6 PBS (+6.2)	41.9 PBS (+10.7)	18.2 PBS (+14.7)	63.1 PBS (+2.5)	NA	75.5 PBS (+30.9)
Chico	6.7 PAS (+4.1)	29.3 PBS (+1.3)	23 PBS (+7.2)	31.1 PAS (+5.2)	74.1 PBS (+3.4)	134.7 PBS (+10.3)	87.1 PBS (+8.3)
Gridley	2.4 PBS (+6.6)	11.3 PBS (+7.1)	14.5 PBS (+6.9)	6.4 PAS (+1.7)	40.3 PBS (+11.5)	92.9 PBS (-33.8)	98.6 PBS (+4.2)
Paradise	35.1 PBS (+17.2)	40.9 PBS (+15.8)	42.3 PBS (+20.3)	34 PBS (+16.1)	NA	NA	101.6 PBS (+6.4)

How does DES compare in ELA?

School	ALL	Hispanic	SED	White	SPED
Durham	4.3 PBS (-0.5)	33.8 PBS(+36.8)	32 PBS (+3.3)	9.8 PAS (-3.2)	39 PBS (+33.5)
Shasta	11.7 PAS (+15.4)	24.4 PBS(+37.3)	23 PBS (+29.6)	25 PAS (+6)	58.5 PBS (+28.2)
Neal Dow	3.9 PAS (+3.4)	21.6 PBS (+4.2)	13.6 PBS (-10)	15.5 PAS (+5.1)	NA
Emma	4.6 PBS (+13.5)	23.5 (+17.1)	20.3 (+20.4)	4.8 PAS (+10.5)	67.3 PBS (+7.3)
Ophir	40.9 PBS (+11.2)	33.7 PBS (+4.9)	53.6 (+13.2)	41.2 PBS (+20.7)	88.6 PBS (-6.5)

How does DIS compare in ELA?

District	ALL	Hispanic	SED	White
Durham	0.1 PBS (+7.6)	62.1 PBS (-1.9)	32.4 PBS (+0.6)	22.2 PAS (+10)
Bidwell	1.4 PBS (-13.5)	37.9 PBS (-14.6)	32.4 PBS (-17.3)	16.56 PAS (-11.6)
Marsh	25.8 PAS (+5.7)	11.2 PBS (+0.2)	5.1 PBS (+22.2)	45.6 PAS (+11.8)
Sycamore	6 PBS (+11.9)	8.8 PBS (+17.9)	16.9 PBS (+13.8)	9.1 PBS (-2.5)
Sequoia	31.5 PBS (+2.2)	40.4 PBS (+5)	46 PBS (+0.2)	28 PBS (+2.7)

How does DHS compare in ELA?

School	ALL	SED	White
DHS	9.2 PBS (-13.4)	39.4 PBS (-12.9)	6.6 PAS (-4.7)
PVHS	71.8 PAS (+28.5)	41.4 PAS (+27)	88.2 PAS (+30.3)
Chico High	61.9 PAS (+14.8)	34.7 PAS (+29)	88.4 PAS (+12.5)
Shasta	38.1 PAS (-19.3)	15.7 PAS (-11.8)	47.8 PAS (-19.5)
Paradise	35.1 PBS (+17.2)	42.3 PBS (+20.3)	34 PBS (+16.1)
Gridley	62.1 PAS (-9.9)	52.5 PAS (-6.2)	87.4 PAS (+5.3)
Hamilton	5 PBS (+6)	25.8 PBS (-5.7)	NA
Colusa	1.1 PBS (+6.3)	0.7 PAS (+14.9)	NA

How does DUSD compare in math?

District	ALL	Hispanic	SED	White	EL	LTEL	SPED
Durham	28.1 PBS (-9.5)	71.9 PBS (-4.6)	54.7 PBS (-11.2)	9.9 PBS (-8.1)	105.9 PBS (-8.1)	NA	116.2 PBS (-9.9)
State	42. PBS (+5.2)	73.6 PBS (+5.6)	72.9 PBS (+5.3)	6.2 PBS (+4.2)	86.1 PBS (+7.3)	158.9 PBS (+4.6)	120.7 PBS (+3.6)
Biggs	75.1 PBS (+16.9)	96.8 PBS (+16.1)	88.1 PBS (+15.3)	56.5 PBS (+16.8)	100.4 PBS (+9.2)	NA	114 PBS (+47.4)
Chico	31.9 PBS (+5.1)	69.6 PBS (+3)	62.2 PBS (+8.7)	6 PBS (+7.6)	105.7 PBS (-0.3)	193.2 PBS (+9.4)	123 PBS (+3.7)
Gridley	43.7 PBS (+1.4)	57 PBS (-0.7)	57.1 PBS (+1.8)	27.2 PBS (+3.2)	78.7 PBS (-1.2)	154.1 PBS (-14.3)	130.4 PBS (+1.5)
Paradise	58.6 PBS (+15.3)	72.2 PBS (+9.8)	68.1 PBS (+11.6)	54.3 PBS (+16.9)	NA	NA	118.2 PBS (+11.9)

How does DES compare in math?

School	ALL	Hispanic	SED	White	SPED
Durham	27.7 PBS (-6.7)	51.8 PBS (+12.7)	45.2 PBS (-3.4)	14 PBS (-6.9)	68.7 PBS (+5.5)
Shasta	1 PAS (+6.1)	40.5 PBS (+24.9)	28.4 PBS (+28.7)	17.7 PAS (-4.1)	61.5 PBS (+20.5)
N. Dow	9.5 PBS (+2.6)	37.8 PBS (+0.4)	23.9 PBS (-3.8)	7.1 PAS (+1.8)	NA
Emma	15.8 PBS (+12.3)	42.8 PBS (+10.2)	32.7 PBS (+15.6)	2 PBS (+10.3)	87.4 (-7.9)
Ophir	45.1 PBS (-2.1)	39.1 PBS (-7.9)	57.9 PBS (+0.2)	48.2 PBS (-3.1)	87.3 PBS (-21.6)

How does DIS compare in math?

District	ALL	Hispanic	SED	White
Durham	18.5 PBS (-4.1)	85.3 PBS (-10.7)	57.6 PBS (-12.4)	7.2 PAS (-1.7)
Bidwell	39.1 PBS (+9.5)	77.6 PBS (+12.5)	71.6 PBS (+9)	19.1 PBS (+12.4)
Marsh	18.8 PBS (-0.1)	61.2 PBS (+0.6)	57.7 PBS (+11.9)	3.6 PAS (+0.9)
Sycamore	58.3 PBS (+7.9)	66.3 PBS (+13.2)	73.4 PBS (+9.7)	50.5 PBS (-3.1)
Sequoia	75.1 PBS (+12.5)	96.6 PBS (7.1)	86.7 PBS (+15.1)	73.1 PBS (+6.1)

How does DHS compare in math?

School	ALL	SED	White
DHS	9.2 PBS (-13.4)	39.4 PBS (-12.9)	6.6 PAS (-4.7)
PVHS	71.8 PAS (+28.5)	41.4 PAS (+27)	88.2 PAS (+30.3)
Chico High	61.9 PAS (+14.8)	34.7 PAS (+29)	88.4 PAS (+12.5)
Shasta	38.1 PAS (-19.3)	15.7 PAS (-11.8)	47.8 PAS (-19.5)
Paradise	35.1 PBS (+17.2)	42.3 PBS (+20.3)	34 PBS (+16.1)
Gridley	62.1 PAS (-9.9)	52.5 PAS (-6.2)	87.4 PAS (+5.3)
Hamilton	5 PBS (+6)	25.8 PBS (-5.7)	NA
Colusa	1.1 PBS (+6.3)	0.7 PAS (+14.9)	NA

How does DUSD compare in College and Career Indicator

District	All	SED	White
Durham	71 (+8)	64.7 (+12.3)	72.7 (+6.9)
State	51.7 (+3.1)	44.8 (+4.1)	58.6 (+1.3)
Biggs	32.4 (-2.4)	NA	NA
Chico	50.3 (+2.5)	41.1 (-1.7)	55.7 (-0.1)
Gridley	63.3 (+9.5)	58.5 (+9.1)	66.7 (-1.9)
Paradise	20 (-4.8)	15.5 (-4.3)	17.6 (-6.5)

How does DUSD compare in science?

District	ALL	Hispanic	SED	White
Durham	58.6 (-1.1)	50.5 (-0.3)	55 (-1.9)	61.9 (0)
State	52.6 (+1.5)	47.1 (+1.7)	46.7 (+0.5)	60.2 (+1.5)
Biggs	45.7 (-1.8)	42.8 (+0.9)	45.8 (-2.1)	47.9 (-3.3)
Chico	58 (+1.4)	50.2 (+1.2)	52.2 (+2.2)	63.3 (+1.96)
Gridley	56 (+3.7)	52.6 (+3.2)	53.6 (+4.6)	60.6 (+3.5)
Paradise	52.4 (+3.4)	47.3 (-0.9)	49.9 (+2)	53.8 (+4.3)

How does DES compare in science?

School	ALL	SED	White
Durham	61.1 (+6.3)	NA	63.8 (+6.2)
Shasta	56.2 (+1.2)	52.6 (+11.5)	61.3 (+1.9)
Neal Dow	59.4 (-2.9)	59.2 (-1.8)	64.7 (-0.2)
Emma	63.2 (+1.4)	59.8 (+1.3)	64.8 (-0.7)
Ophir	54.9 (+2.8)	50.6 (+1.8)	NA

How does DIS compare in Science?

District	ALL	SED	White
DIS	62.5 (-0.4)	NA	62.5 (-0.4)
Bidwell	61.5 (+1.7)	53.5 (+1.7)	65.6 (+1.9)
Marsh	60.8 (+1.2)	55.6 (+5.3)	64.2 (+2.2)
Sycamore	53.8 (+8.2)	52.1 (+9.8)	57.5 (+6.3)
Sequoia	45 (+0.9)	45.1 (+5.2)	45.5 (+0.7)

How does DHS compare in Science?

District	ALL	SED	White
Durham	58.9 (-2)	57.5 (-2)	60.3 (-4.6)
PVHS	60.4 (+3.7)	54.7 (+1.5)	64.4 (+5.7)
Chico High	59.7 (+1.5)	54.7 (+3)	65.7 (+2.4)
Shasta	59.9 (-1.8)	56.9 (+2.4)	62.5 (-1.5)
Paradise	61.8 (+19.4)	NA	62.9 (+20.1)
Gridley	59.5 (-0.2)	56 (-0.6)	64.4 (+1.5)
Hamilton	40.7 (-2.4)	38.6 (-4)	NA
Colusa	41 (+0.5)	41.9 (+3.7)	NA

LCAP Goal 1

Provide an equitable and rigorous standards-based curriculum fully aligned with the California State Content Standards.

LCAP Goal 1 Actions

1.1 Professional Development in ELD. This will support Long Term English Language Learners. District Admin and ELD teachers received training on our our new HMH 3D English curriculum over the summer and early in the 2025-2026 school year. Additionally, an HMH 3D English coach visited our campuses on Friday, November 14th, and observed and provided feedback to two of our three ELD teachers.

1.2 Training in Materials related to CSCS -Dina Buttitta (Kindergarten teacher) and Megan Renner (3rd grade teacher) attended the Big Sky Literacy Conference in Montana with Marilyn Bertolucci, Carmina Vital and others in early August 2025. Kacy Adkins continues to train our four Reading Discovery instructional paraprofessionals in the various Tier 2 reading interventions, including UFLI, SIPPS, and Read Naturally.

1.3 Curriculum exploration and adoption - The elementary school adopted Amplify Science curriculum in grades K-5. This year is foundational, as teachers familiarize themselves with the curriculum and shifts in instruction. We also adopted a pre-Covid version of Studies Weekly for Social Studies for grades K-5. We continue to use Handwriting Without Tears in grades K-5, and this year added TK as well. In TK, we also added Heggerty Phonemic Awareness instruction as a nice segue into UFLI instruction beginning in Kindergarten. Additionally, we have a group of teachers on a math pilot team that have been piloting Amplify CA Desmos Math since the beginning of the school year, and many others have begun piloting Big Ideas Learning CA Math & You since we returned from winter break. To ensure our students have the most effective resources, the DIS math department and a 6th-grade representative are currently evaluating new math curricula to adopt for the 26-27 school year. This process has involved attending county-led training sessions to winnow down the selection of textbooks, allowing us to identify the strongest candidates to pilot in the classroom before we move forward with a final adoption.

1.4 Provide Lexia and Illuminate training - The elementary school switched to standards based report cards through Aeries (our SIS), and is no longer using Illuminate. Teachers continue to use Lexia Core 5 primarily in grades K-2 with some intervention follow-up in grades 3-5.

LCAP Goal 2

Provide standards-based curriculum that inspires all students to achieve college/career readiness and grade level/subject proficiency, through a multi-tiered system of support.

LCAP Goal 2 Actions

2.1 Additional ELD support - The designated pullout ELD program at DES continues in grades K-5, serving 28 students total, meeting four times per week for 30 minutes utilizing the new HMH 3D English ELD curriculum. The English Language Development (ELD) program at DIS currently serves 10 students. By holding sessions four times a week during the Advisory Period, we ensure students have full access to all other academic courses and elective opportunities while also supporting their English language development. Additionally, a bilingual instructional aide was hired in January 2026 to better support English Learners at Durham Intermediate School and Durham High School.
2.2 Create and maintain Dual Enrollment courses - English 11, English 12, Pre-Calculus, Stats, U.S. History, Public Speaking, College and Life, Spanish 3, Hispanic Film and Adv Ag Floral, SOU Government/Econ, Butte College Auto
2.3 Career/Post Secondary support position - updated to full time with additional library responsibilities - College visits to Chico State and Butte College, CTE visits to Butte, BCOE, UTI, NorthWest Lineman College and Job Corp. College Presentation University of California, California State University and Butte College.
2.4 Elementary Reading Intervention - We shifted to have our Reading Discovery teacher and four reading instructional paraprofessionals serve as a Tier 2 reading intervention this year, targeting students who performed below and far below grade level on the Amplify DIBELS struggling reading screener with follow-up assessments including the Core Phonics Survey and placement tests for SIPPS and Read Naturally programs. Students in Tier 2 reading interventions are progress monitored weekly or bi-weekly by their classroom teachers using an Amplify DIBELS progress monitoring tool. Teachers in K-2 continue utilizing the UFLI scope and sequence, and this year we added Heggerty Phonemic Awareness in TK as a segue into UFLI instruction in Kindergarten. In addition to the teacher's grade level ELA instruction, students in grades 1-5 have 30 minutes of "What I Need (W.I.N.)" time embedded into their daily schedule where the teacher provides differentiated reading instruction to support students where they need reading support, whether it is phonics instruction, fluency practice, vocabulary development, comprehension or writing practice. The integration of Amplify Science and Studies Weekly expands students' access to authentic informational texts, fostering a deeper connection between reading and content-area mastery while accelerating academic vocabulary development.
2.5 Provide Academic Counseling/Intervention - Continuing - These staff members meet as part of the wellness committee every week. 2.6 Maintain Online Options - summer school online curriculum for credit recovery, 2.7 Library Clerks - continuing

LCAP Goal 2 Actions Continued

2.8 Lexia Core 5 and PowerUP Literacy - We have scaled back the use of Lexia Core 5 this year with schedule changes, new curriculum, curriculum pilots, and desire to move away from as much screentime on the chromebooks. Of 251 students utilizing the program, the year began with 7% (17 students) above grade level material (GLM), 31% (79 students) on GLM, and 62% (155 students) below GLM. Currently, 15% (38 students) above GLM, 60% (151 students) on GLM, and 25% (62 students) below GLM.

2.9 NWEA MAP Assessments - The elementary school is utilizing NWEA MAP Assessments in grades 1-5, with 1st grade only being assessed in Math, while all other grade levels assess in both Math and Reading. We also increased our testing intervals from two times to four times per year (baseline and during each trimester assessments), accompanied with a Goal Setting Sheet so that students can record their scores and follow-up with a discussion with their teacher about setting goals to achieve. This data is primarily used to guide classroom instruction at the elementary level and is also reported to parents via the new Aeries report card. At DIS, we continue to assess students using MAP in reading and math, leveraging this data to help guide and differentiate classroom instruction. DHS students take MAP twice a year in 9th and 10th grade and 11th grade takes it in the fall. Map is used to help place students in classes and to help teachers understand gaps in student knowledge.

2.10 Math and ELA Support (DIS and DHS) - In addition to shifting the DES Reading Discovery teacher and four reading instructional paraprofessionals serve as a Tier 2 reading intervention this year at the elementary school, two of our TK teachers are providing math interventions in the afternoons four days per week as their schedules allow to all 4th and 5th grade students who performed below or far below on the Acadience math benchmark assessment, as well as students who were below and far below in Mrs. Dwyer's 2nd grade class. Students are progress monitored weekly and bi-weekly using the Acadience progress monitoring tool. We also continue to offer Reading Pals and Math Buddies to improve students' reading77 and math fact fluency two days per week per program for 30 minutes working with Chico State Passages AmeriCorps Senior volunteers. At DIS, we utilize the Advisory period for Tier 2 reading interventions, employing **SIPPS** (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and **Read Naturally** to bolster literacy skills. In mathematics, we have implemented **Spring Math** as our primary Tier 1 instructional support, with plans to extend its application to Tier 2 interventions. DHS offers after school and lunch support by appointment and uses SIPPS to support students in the English support class.

LCAP Goal 3

Create a culture of excellence (students, staff, parents) that elevates opportunities that foster a positive, unified school community reflective of a strong attendance rate and low chronic absenteeism, dropout, suspension and expulsion rates.

LCAP Goal 3 Actions

3.1 Parent Involvement - The percentage of student group parents/guardians participating in district related surveys like the California Healthy Kids Survey and Kelvin will increase - Surveys in the spring semester

3.2 Local Climate Survey - The percentage of students expressing concern about their safety will decline over previous survey administrations. The percentage of student indicating they feel a part of the school community will increase over previous survey administration. Surveys in the spring

3.3 Expulsion Rates will remain under 1 percent - no expulsions this year

3.4 Suspension Rate Indicator will drop by .5 percent over the previous California State Dashboard - As of Jan. 14, 2026, suspensions rates remain much lower than last year.

LCAP Goal 3 Data

2025-2026 Mid year Chronic Absenteeism Data (as of Jan. 14)

Durham USD ALL TK-12	Attendance % (Chronic (>=10%)
ALL Students	6.5% (11.6)
EL	14.3% (26.8)
Hispanic	9.6% (20)
Homeless	6.3% (23.1)
Two or more races	12.2% (18)
Socioeconomically disadvantaged	11.0% (18.8)
Students with disabilities	16.7% (22.2)
White	5.2% (8.3)

LCAP Goal 3 Data

2025-2026 Suspension (As of 1/14/25)

District	ALL	Hispanic	Homeless	SED	White	EL	SWD	2 or More	LTEL
DUSD	0.6%	1.3%	NA	1.0%	0.5%	2.0%	1.8%	NA	NA
DES	NA	NA	NA	NA	NA	NA	NA	NA	NA
DIS	2.1%	1.9%	NA	1.6%	2.4%	NA	6.5%	NA	NA
DHS	0.6%	2.5%	NA	2.3%	NA	8.3%	NA	NA	NA

2025 Dashboard

District	All	Hispanic	Homeless	SED	White	EL	SWD	2 or more	LTEL
DUSD	3.2	6.2	3.1	5.6	1.7	4.3	3.6	7.9	5
DES	0.2	0	NA	0	0	0	0	2.4	NA
DIS	8.6	17.5	NA	14.5	4.7	NA	NA	NA	NA
DHS	3.7	6.3	NA	6.4	1.9	NA	2.8	NA	NA

LCAP Goal 4

Ensure efficient systems and enhanced resources are in place to support an innovative workforce prepared to meet the diverse educational and facility needs of the district.

LCAP Goal 4 Actions

4.1 Facilities Inspection Tool - Completed in January as part of the SARC process.

4.2 Local Measure -Building Maintenance - building maintenance requests requests are being responded to regularly

4.3 Credential Teachers - 100 percent fully credentialed except for one part time internship.

4.4 Sufficient Instructional Materials - 100% met

DURHAM UNIFIED SCHOOL DISTRICT
Board Meeting Date: 02-18-2026

SUBJECT: Facilities Master Plan (FMP) Phase 3 Durham Elementary School TK Building and Modernization Project

PREPARER: John Bohannon, Superintendent

RECOMMENDATION:	☑ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☐ Information Only

Background:

On April 17, 2025, the Board approved United Building Contractors, Inc (UBC) to perform Preliminary Services for the Durham Elementary School TK Building and Modernization Project. These services included the following: constructability review of plans and specifications, utility coordination & scheduling, and the development of a Guaranteed Project Cost (GPC). UBC proposed $0 for Preliminary Services.

Tonight, the total Guarantee Project Cost (GPC) will be announced.

Additional Background Information

PROJECT	ARCHITECT	CONTRACTOR
DES TK Building and Modernization Project. *Board approved: 04/17/2025*	Nichols, Melburg, and Rossetto *Board approved: 01/23/2025*	United Building Contractors, Inc. *Board approved: 04/17/2025*

Construction Budget (GPC)	**Soft Costs Budget**	**Owner Held Contingency Budget**	**Total Project Cost Budget**
$TBA	**$TBA**	**$TBA**	**$TBA**

Fiscal Implications

The identified projects will be funded through Measure B. All available State reimbursement will be pursued. The proposed projects qualify as projects defined in the voter-approved Measure B ballot language.

Board Action

It is requested that the Board of Education award the total project GPC to United Building Contractors, Inc., and grant authorization to the Superintendent or designee to execute the construction GPC to incorporate costs for the Elementary School TK Building and Modernization Project and the Lunch Shelter Project.

DURHAM UNIFIED SCHOOL DISTRICT

Board Meeting Date: 02-18-2026

SUBJECT: Durham Elementary School TK Building and Modernization Project– On-Site DSA Inspection Services	
PREPARER: John Bohannon, Superintendent	
RECOMMENDATION:	☑ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☐ Information Only

Per regulation, the District is required to procure the services of an independent Division of the State Architect (DSA) Inspector of Record (IOR) to inspect the construction of the Durham Elementary School TK Building and Modernization Project to ensure compliance with the approved plans and specifications.

Please see the attached proposal from RP Venture Group Inc. for on-site services during the construction project.

Background Information

According to the Division of the State Architect Interpretation of Regulation IR A-7, the school board shall provide for and require competent, adequate, and continuous inspection by a DSA-certified project inspector and, when required, all assistant and/or special inspectors, who shall be paid for by the District.

The project inspector shall not have any current employment relationship with any entity that is a contracting party for the construction or any entity providing any services for the school district, except for services directly related to project inspection. Special inspectors may only be contracted directly to (or employed by) the school board or a testing laboratory acceptable to DSA.

Fiscal Implications

This proposal aligns with the budget approved by the Board of Education for this project. The Board of Education is requested to authorize the Superintendent to enter into a professional services agreement with RP Venture Group Inc. for base services in the amount of $12,500.00.

RP VENTURE GROUP INC.
Ray Palma
INSPECTOR OF RECORD
1501 Country Club Road
Plumas Lake, CA 95961
916-708-2035

February 10 2026

Durham Unified School District
9455 Putney Dr.
Durham,CA 95938

RE: Proposal for Inspection Services

As requested, I am forwarding my proposal agreement for the following projects
Durham Unified School District

New Durham Elementary TK Modular and Modernization Project

1) **Scope of Inspection Services**

a.) Inspector shall perform competent and adequate inspection of the work of the Project(s), and fulfill completely the general duties of a Project Inspector, as required by the Contract Documents.
b.) The Services required by the Inspector may include:
- Reviewing historical and current project progress and documentation:
- Meetings with key participants (architects, contractors, inspectors, users, owner's representative, etc);
- Visit project construction site, and attend project construction meetings.
- Coordinate and process appropriate documentation pertaining to performance of Inspection Services and in accordance with all regulatory rules;
- Complete Project Documents
- Produce Daily Reports to the District
- Produce semimonthly progress reports and Verified reports per Title 24

2) **Limits of Authority**

a) The Inspector **shall not** have the authority to:

- Authorize deviations or changes in the work of any project(s):
- Assume any of the responsibilities of the contractor or issue direction concerning aspects of construction means, methods, techniques, sequences or procedures connected with the work, or;
- Act as a Safety Inspector and shall not perform, review, or offer advice on safety precautions at any of the Project(s) site(s)

3) **Compensation:**

a) Basic Services:

In consideration for services performed by the Inspector, Durham Unified School District (**District**) agrees to compensate the Inspector at an initial, Maximum, Not-To-Exceed Twelve-Thousand Five Hundred Dollars Compensation Total: $12,500.00

Litigation or Arbitration: Inspector shall if so requested or required, cooperate in any litigation or arbitration with third parties, which may arise in connection with the said project. The Inspector shall be compensated for such services at an hourly rate of $150.00 per hour and for mileage @ the allowable IRS amount.

TERMINATION OF SERVICES

The **DISTRICT**, or the **INSPECTOR**, upon the giving of fourteen- (14) calendar day's advance written notice may terminate this agreement without penalties. Such notice shall be personally served or given by United Sates Mail. In the event of cancellation, the **INSPECTOR** shall be paid for all services performed up to the date of cancellation.

Ray Palma

Ray Palma DSA Class 1#2513
RP VENTURE GROUP INC

Durham Unified School District

DURHAM UNIFIED SCHOOL DISTRICT
Board Meeting Date: 02-18-2026

SUBJECT: Durham Elementary School TK Modular Building and Modernization Special Inspector DSA Inspection Services	
PREPARER: John Bohannon, Superintendent	
RECOMMENDATION:	☑ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☐ Information Only

Per regulation, the District is required to procure the services of an independent Division of the State Architect (DSA) Special Inspector to inspect the on-site construction of the TK Modular Building and Modernization Project to ensure compliance with the approved plans and specifications.

Please see the attached proposal from NV 5 for on-site Special Inspection Services during the construction project.

Background Information

According to the Division of the State Architect Interpretation of Regulation IR A-7, the school board shall provide for and require competent, adequate, and continuous inspection by a DSA-certified project inspector and, when required, all assistant and/or special inspectors, who shall be paid for by the District.

The project inspector shall not have any current employment relationship with any entity that is a contracting party for the construction or any entity providing any services for the school district, except for services directly related to project inspection. Special inspectors may only be contracted directly to (or employed by) the school board or a testing laboratory acceptable to DSA.

Fiscal Implications

This proposal aligns with the budget approved by the Board of Education for this project. The Board of Education is requested to authorize the Superintendent to enter into a professional services agreement with NV5. for base services in the amount of $24,255.50.

February 11, 2026
Proposal No. PC26.025

Mr. John Bohannon, Superintendent
Durham Unified School District
9420 Putney Drive
Durham, California 95938
Email: jbohannon@durhamunified.org

C/O: Maria Campos, A-Line Construction, alineconst.ca@gmail.com

REFERENCE: **Durham Elementary School – TK/K Complex**
9421 Putney Drive
Durham, Butte County, California

SUBJECT: **Proposal for Construction Quality Assurance Testing Services**

Dear Mr. Bohannon,

As requested, NV5 prepared this proposal to provide construction quality assurance (CQA) testing services during the construction of the TK/K Complex project located at the existing Durham Elementary School campus in Durham, California.

NV5 previously prepared a *Geologic Hazards and Geotechnical Engineering Report* (NV5 Project No. 71506.00.001, dated June 10, 2025) for the above-referenced TK/K Complex classroom buildings and associated structural improvements.

NV5's CQA services will include performing observation, field testing, special inspection and laboratory testing in accordance with the 2022 California Building Code (CBC) and the approved plans and specifications. NV5's office and materials testing laboratory in Chico holds certifications and accreditations from California Division of State Architect (DSA) Laboratory Evaluation and Acceptance (LEA) program as LEA Laboratory #284. This accreditation authorizes the NV5 Chico laboratory and special inspection personnel to provide laboratory testing, construction quality assurance, and special inspection on public school improvement projects.

1.0 PROJECT UNDERSTANDING

Based on review of the *A Proposed TK/K Complex at Durham Elementary School for Durham Unified School District* improvement plans, dated 7/29/25, and prepared by Nichols, Melburg & Rossetto Architects, NV5 understands that the project includes the construction of three modular classroom buildings supported on shallow concrete

foundations in the northeastern portion of the existing Durham ES campus. A shade structure supported on cast-in-drilled-hole pier foundations also is proposed south of the planned modular classroom buildings. Associated development is indicated to include construction of storm drain, sewer, water and joint trench underground utilities, asphalt concrete paved hardcourts, exterior concrete flatwork and landscaping.

2.0 WORK SCOPE

NV5 proposes to perform the following tasks as basic CQA services with no other additional services included: Task 1 Earthwork Observation and Testing Services; Task 2 Special Inspection and Testing Services; and, Task 3 Engineering Oversight and Certification Report Preparation. Each task is described in the following:

TASK 1 EARTHWORK OBSERVATION AND TESTING SERVICES

In general, Earthwork Observation and Testing Services will be performed as specified in the DSA approved plans, DSA -103, and the 2022 CBC. NV5's responsible engineer and engineering technicians will perform the following CQA testing services:

- Review the approved plans and specifications, meet and discuss requirements with owner, contractor, construction managers, architect and other team members.
- Review and approve contractor submittals associated with earthwork grading operations.
- Obtain representative bulk soil samples of the subgrade and import soils for laboratory compaction curve testing, consistent with the ASTM International (ASTM) D1557 guideline procedures.
- Perform in-place field moisture and density tests on compacted engineered fills, subgrade soils and Class II AB materials consistent with the ASTM guideline procedures for density and moisture content, to determine the percent compaction relative to the ASTM D1557 maximum dry density and optimum moisture content.
- Perform in-place field moisture and density tests on utility trench backfills including native soil, import soil and Class 2 aggregate base (AB) rock consistent with the ASTM D6983 guideline procedures to determine the percent compaction relative to the ASTM D1557 maximum dry density and optimum moisture content test results for each corresponding earth material.
- Prepare a site plan that shows the approximate compaction test locations.
- Prepare daily field reports to document the following CQA observation made during each of our site visits: weather conditions; earthwork contractor's work activities; work progress; completed work products; equipment used and personnel; CQA compaction testing and other pertinent CQA information.

TASK 2. SPECIAL INSPECTION AND TESTING SERVICES

In general, Special Inspection and Testing Services will be performed as specified in the DSA approved plans, DSA-103, and the 2022 CBC. NV5's certified special inspectors and material testers will perform the following services:

- Provide periodic special inspection, sampling, and destructive testing of reinforcing steel fabricated offsite. This will include identifying, sampling, testing, and tagging reinforcing steel and anchor bolts as required prior to shipment to the site.
- Provide continuous special inspection during batching of structural concrete including verification that the batch plant holds current NRMCA certification. Observe and report condition of batching equipment. Confirm use of approved concrete mix design of each load batched for each day's concrete pour.
- Perform testing during casting of structural concrete. Concrete special inspection will be limited to sampling and testing fresh concrete in accordance with ASTM C39. Field tests will include slump, air content, unit weight for lightweight concrete and temperature measurements. For foundations, sets of 5 cylinders will be cast for each day's placement or per each 50 cubic yards. Compressive strength will be tested at 7 days (1 cylinder) and 28 days (3 cylinders) with one hold cylinder. If shorter hold time compressive strength tests are required, such as 3-day, 5-day or 14-day, additional cost per each test will be incurred.
- Provide special inspection during fabrication of structural steel embed plates for the modular classroom foundations. Shop fabrication inspection will be limited to identification of material to be used during fabrication, review of fabrication shop's procedures and personnel qualifications, inspection of welded connections, and non-destructive and destructive testing as needed during fabrication.
- Provide continuous special inspection during erection of structural steel including field welding special inspection, non-destructive testing as needed, and observation during tensioning of high strength bolts.
- Provide continuous special inspection and testing during installation of mechanical and epoxy post-installed concrete anchors according to the approved plans.
- Prepare daily field reports to document the observation made during each site visit: weather conditions; contractor's work activities; contractor's workmanship; work progress; completed work products, equipment used and personnel; testing and other pertinent CQA information.

Special inspection services related to the modular classroom building fabrication (material ID, shop welding inspection, non-destructive testing) is excluded from our scope of special inspection services.

TASK 3. ENGINEERING OVERSIGHT AND CERTIFICATION REPORT PREPARATION

NV5's project manager will provide oversight of the CQA services performed, including review of contractor's submittals, change orders and/or requests for information submittals, and attendance at project meetings, as needed. The daily field report and laboratory test reports will be uploaded to the DSA Box online.

NV5's geotechnical engineer will oversee and certify the earthwork and foundation excavations in accordance with the DSA approved plans and specifications, and submit a DSA-293 verified report. NV5's lab engineer will oversee and certify the structural materials testing performed in accordance with the DSA approved plans and specifications, and submit a DSA-291 verified report for all testing and inspection performed.

3.0 SCHEDULE

NV5 is able to provide the services outlined above upon receipt of your authorization to proceed. The time required for our services is solely dependent on the contractor's schedule. NV5 requests a minimum 48-hour notification period prior to a requested site visit; however, we will make every effort to meet the contractor's needs if site circumstances do not allow for the entire 48-hour notification period.

4.0 FEE ESTIMATE

NV5 proposes to perform this work scope on a time and expense basis, as called and needed, in accordance with NV5's 2026 Fee Schedule (Attachment 1), and NV5's Proposal Acceptance Agreement terms and conditions (Attachment 2). Based on our review of the above-referenced project plans, the project-specific DSA-103, an undated *Durham Elementary* construction schedule, and our experience with similar projects in the area, we estimate we can provide the CQA services described above for a fee of approximately $79,322.10. An itemization of our fee estimate is included as Attachment 3. However, because NV5's services are highly dependent upon the various contractor's schedules and efficiencies, sequencing and craftsmanship, the costs to complete the actual work may differ from the estimated amount above. NV5 will bill for the actual time and materials required to complete the scope of work. Offsite services, such as shop welding inspection and rebar ID/sampling/tagging, will be charge at non-prevailing wage rates. The cost estimate assumes an 8-hour work period of Monday through Friday excluding weekends and holidays.

5.0 CONTRACT AGREEMENT FORM

Please sign the attached NV5 Proposal Acceptance Agreement contract to indicate your acceptance of this proposed work scope, schedule and fee estimate. Your signature indicates that you accept the terms and conditions of this contract agreement and is a written authorization for us to proceed with the work scope presented in this proposal. Please email the signed contract agreement to Dominic Potestio at

dominic.potestio@nv5.com. Upon its receipt, NV5 will sign and issue to you a copy of the fully-executed contract agreement for your records.

6.0 CLOSING STATEMENT

Please call the undersigned at (530) 894-2487 if you have any questions or need additional information. Thank you for selecting NV5 to prepare a proposal to provide construction quality assurance services for this important project.

Sincerely,

NV5

Dominic J. Potestio, PE
Senior Engineer

Shane D. Cummings, CEG
Principal Engineering Geologist

Attachments:

1. NV5 2026 Fee Schedule
2. NV5 Proposal Acceptance Agreement
3. NV5 Detailed Fee Estimate

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2026 FEE SCHEDULE – NORTHERN CALIFORNIA

PERSONNEL-PROFESSIONAL	HOURLY RATE
Project Assistant	$96
AutoCAD Operator	$122
Technical Editor	$101
Assistant Engineer/Geologist	$147
Staff Engineer/Geologist I	$156
Staff Engineer/Geologist II	$173
Project Engineer/Geologist I	$193
Project Engineer/Geologist II	$198
Senior Engineer/Geologist I	$204
Senior Engineer/Geologist II	$213
Associate Engineer/Geologist I	$222
Associate Engineer/Geologist II	$240
Principal	$259
Expert Testimony and Deposition (four-hour minimum)	$420
Laboratory Technician Shop Rate	$101
Engineering Technician I	$116
Engineering Technician II	$126
Engineering Technician III	$131
Shop Welding Inspector	$131
Certified Welding Inspector (CWI/AWS)	$139
Non-Destructive Testing (NDT) Technician	$189
Construction Services Manager I	$152
Construction Services Manager II	$184
Construction Services Manager III	$207

PREVAILING WAGE SERVICES-TECHNICIANS/SPECIAL INSPECTORS	HOURLY RATE
Field Soils and Materials Tester, Soils/Asphalt	$144
ACI Concrete Tester	$142
ICC Fireproofing	$142
Proofload/Torque Testing	$142
AWS/CWI Certified Welding Inspector	$153
ASNT Level II Non-Destructive Testing (NDT)	$198
ICC Certified Structural Inspector	$150
DSA Masonry/Shotcrete and Lead Inspector	$175

FIELD EQUIPMENT	UNIT RATE
Cone Penetrometer	$221 /Day
Core Drill Machine	$313 /Day
DAQ III/Seismic Refraction Survey	$427/Day
Handheld Ground Penetrating Radar/Profometer	$495/Day
Schmidt Hammer	$100/day
Mini-Excavator (Bobcat E 35, or equivalent)	$1120 Half Day/$1600 Full Day
Tension Ram	$50/Day
Skidmore Wilhelm Tension Device	$100/Day

Notes

- For inspection call - out between 0 and 4 hours a minimum charge of 4 hours will be charged. Eight hours will be charged for work performed over 4 hours up to eight hours. Actual time will be charged for work performed over 8 hours, rounded up to the nearest half hour.
- A minimum 2-hour fee will be charged for scheduled site visits not cancelled in advance of arrival.
- Mileage and hourly rates will be charged portal to portal. Mileage will be billed at $0.85 per mile.
- Outside services will be billed at our cost, plus 20 percent.
- Overtime rates for Saturday or over 8 hours/day: hourly rate times 1.5/Hour.
- Double time rates for Saturday, Sunday, holiday, over 8 hours/day, or over 12 hours/day: hourly rate times 2/Hour.
- Prevailing wage second shift rates: hourly rate plus $20/Hour.
- Per Diem will be billed at cost plus 20 percent unless other arrangements are made.

2026 LABORATORY TESTING SERVICES – NORTHERN CALIFORNIA

Soil	Aggregate	Concrete	Asphalt	ASTM TEST METHODS		UNIT COST
		■		ASTM A615	Reinforcing Steel Bend & Tensile Test to #6	$175
		■		ASTM C39	Concrete Compressive Strength, 4x8	$39
		■		ASTM C39	Concrete Compressive Strength, 6x12	$59
		■		ASTM C40	Organic Impurities in Fine Aggregates for Concrete	$47
		■		ASTM C78	Flexural Strength of Concrete	$210
		■		ASTM C140	CMU Strength, Unit Weight, Absorption	$294
		■		ASTM C780, C109	Compressive Strength Mortar	$39
		■		ASTM C1019	Compressive Strength Grout	$39
		■		ASTM C1314	Compressive Strength Masonry Prisms	$147
■	■	■		ASTM C136	D422A Full Sieve Particle Size Analysis	$173
■				ASTM D422B	Long Hydrometer Particle Size Analysis (specific gravity not included)	$173
■	■			ASTM D422C	Full Sieve w/ Long Hydrometer Particle Size Analysis (specific gravity not included)	$228
■	■			ASTM D698, D1557	Compaction Curves (4-inch mold)	$263
■	■			ASTM D698, D1557	Compaction Curves (6-inch mold)	$278
■	■			ASTM D854	Specific Gravity	$117
■	■	■		ASTM C117, D1140	No. 200 Mesh Wash Particle Size Analysis	$112
■	■			ASTM C131, CTM 211	Abrasion Resistance by LA Rattler	$263
■				ASTM D2166	Unconfined Compression Shear Strength	$143
■	■			ASTM D2216	Oven Moisture Content	$38
■	■			ASTM D2419	Sand Equivalent	$141
■	■			ASTM D2434	Constant Head Permeability	$351
■	■			ASTM D2435	One-Dimensional Consolidation (10 load points)	$326
■	■			ASTM D2844	Resistance Value (CTM 301)	$353
■	■			ASTM D2850	Unconsolidated, Undrained, Triaxial Shear Strength (per point)	$190
■	■			ASTM D2937	Density-Moisture	$46
■				ASTM D3080	Direct Shear Strength (3 points minimum)	$393
■				ASTM D4318	Atterberg Indices (Dry Method)	$197
■				ASTM D4767	Consolidated, Undrained, Triaxial Shear Strength (per point)	$229
■				ASTM D4829	Expansion Index (UBC Expansion Index)	$196
■				ASTM D4832	Strength of CLSM	$57
■				ASTM D5084	Falling Head Permeability	$473
				ASTM E605	Sprayed Fire-Resistive Materials Thickness and Density	$121
				CALIFORNIA TEST METHODS		**UNIT COST**
■	■	■	■	CTM 202	Analysis of Fine Coarse Aggregate	$162
	■		■	CTM 205	Percent of Crushed Particles	$107
	■	■	■	CTM 206	Specific Gravity/Absorption Coarse Aggregate	$138
	■	■	■	CTM 207	Specific Gravity/Absorption Fine Aggregate	$138
	■		■	CTM 208	Apparent Specific Gravity of Fine Aggregate	$127
■	■			CTM 216	Maximum Wet Density Determination	$278
■	■	■	■	CTM 217	Sand Equivalent	$141
■	■	■	■	CTM 226	Moisture Content by Oven	$38
■	■	■		CTM 227	Evaluating Cleanness of Coarse Aggregate	$131
	■	■		CTM 229	Durability Index	$196
	■	■	■	CTM 234	Uncompacted Void Content of Fine Aggregate	$138
	■		■	CTM 235	Percent of Flat and Elongated Particles	$113
			■	CTM 308	Bulk Density Hot Mix Asphalt (HMA)	$49
			■	CTM 309	Max Specific Gravity of HMA	$353
			■	CTM 366	Stabilometer	$437
			■	CTM 370	Moisture Content with Microwave	$32
			■	CTM 382	Asphalt Content by Ignition Method	$206
			■	CTM 382	Asphalt Content by Ignition Method Correction Factor Development	$629
			■	Caltrans LP 2, 3, 4	Aggregate Asphalt and Dust Proportion	$629
				OTHER TEST METHODS		**UNIT COST**
			■	AASHTO T312B	Gyratory Compaction, 6" Specimen, (add $110 for asphalt rubber)	$471
			■	AASHTO T324B	Hamburg Wheel Track	$1,796
		■		CBC 2105A.4	CMU Bond Shear Strength of Core	$273

This is a partial list of the most common laboratory tests. ASTM/CTM Standards are used as guidelines.

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PROPOSAL ACCEPTANCE AGREEMENT

Description of Services: Construction Quality Assurance Special Inspection and Testing
Project Name: Durham Elementary School TK/K Complex
Project Location: 9421 Putney Drive, Durham, CA
Proposal No.: PC26.025
Proposal Date: 2/11/26

APPROVAL & PAYMENT OF CHARGES: *Invoices will be charged and mailed to the account of:*

Name: _____

Title: _____

Company: _____

Street Address: _____

City, State, Zip Code: _____

Email: _____

Phone: _____

PROPOSAL ACCEPTED BY:

Authorized Signature: _____

Name & Title: _____

Date Accepted: _____

PAYMENT TERMS: Balance shall be due and payable immediately upon submission of each invoice.
Please remit payments to: PO Box 74008680, Chicago, IL 60674-8680

PROPERTY OWNER IDENTIFICATION (If other than above)

Name: _____

Street Address: _____

City, State, Zip Code: _____

Email: _____

Phone: _____

This Proposal Acceptance Agreement, the scope of services outlined in the proposal, Schedule of Fees, and standard terms and conditions constitute the entire agreement between the Client and NV5, and supersede all prior written or oral understandings.

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GENERAL TERMS AND CONDITIONS

1. The Agreement. This Agreement between the parties, which shall describe and govern Client's engagement of "Consultant" to provide services ("Services") in connection with the project ("Project") identified in the proposal ("Proposal"), consists of the Proposal, these terms and conditions, Consultant's fee schedule, and any exhibits or attachments referenced in any of these documents. Together these elements constitute the entire agreement between the parties, superseding any and all prior negotiations, correspondence, or agreements, either written or oral, with respect to the subject matter of this engagement. This Agreement shall be interpreted as though prepared by all parties and shall not be construed unfavorably against either party. Consultant requests written acceptance of the Agreement through its Proposal Acceptance Form, but the following actions shall also constitute Client's acceptance of the Agreement: (1) issuing an authorizing purchase order for any of the Services; (2) authorizing Consultant's presence on site; or (3) notification, written (including e-mail) or oral, to Consultant to proceed with any of the Services.

2. Standard of Care. The Services shall be performed in a manner consistent with the level of care and skill ordinarily exercised by members of Consultant's profession currently practicing under similar conditions and in the same locality as the Project. Data, interpretations and recommendations by Consultant will be based solely on information discovered by, or made available to, consultant during the course of the engagement. In connection with such information, Consultant shall not be responsible for the use or interpretation of such information by non-parties to this Agreement. Consultant shall not be held liable for problems that may occur if Consultant's recommendations are not followed.

3. Billing and Payment. Client shall pay Consultant in accordance with the schedule of fees or charges as shown in the Proposal or fee schedule. Backup data on billing will not be available unless prior arrangements have been made. Prior to initiation of the Services, Client is required to remit any retainer specified in the Proposal. Thereafter, Consultant will submit to Client invoices for the balance due, which shall be due and payable immediately upon submission. If Client objects to all or any portion of any invoice, Client will so notify Consultant in writing within ten (10) calendar days of the invoice date, identify the cause of disagreement, and immediately pay that portion of the invoice not in dispute. In the absence of written notification described above, the balance as stated on the invoice shall be deemed accepted. Invoices are delinquent if payment has not been received when due. In such event, Client shall pay an additional charge of one and one-half (1.5) percent per month (or the maximum percentage allowed by law, whichever is lower) on any delinquent amount. Payment thereafter will first be applied to accrued interest and then to the principal unpaid amount. Consultant shall be entitled to recover for all costs and expenses incurred (including any attorney's fees) in connection with collection of any delinquent amount. Consultant reserves the right to withhold all reports or deliverables and suspend any and all servicesunless and until payment is made by Client in accordance with this Agreement. Fee schedules are periodically revised. Unless otherwise agreed, new rates apply to ongoing work as such rates are issued.

4. Site Access and Conditions. Client will provide Consultant access to the Project site for all equipment and personnel necessary for the performance of the Services. As required to effectuate such access, Client will notify all owners, lessees, contractors, subcontractors, and other possessors of the Project site that Consultant must be allowed free access to the site. While Consultant agrees to take reasonable precautions to minimize damage to the site, Client understands that, in the normal course of performing the Services, some damage may occur, and further understands that Consultant is not responsible for the correction of any such damage unless so specified in the Proposal. Client is responsible for the accuracy of locations for all subterranean structures and utilities. Consultant will take reasonable precautions to avoid known subterranean structures and utilities, and Client waives any claim against Consultant, and agrees to defend, indemnify, and hold Consultant harmless from any claim or liability for injury or loss of any party, including costs of defense, arising from damage done to subterranean structures and utilities not identified or accurately located. In addition, Client agrees to compensate Consultant for any time spent or expenses incurred by Consultant in defense of any such claim with compensation to be based upon Consultant's prevailing fee schedule and expense reimbursement policy.

5. Cooperation and Project Understanding. To the extent requested by Consultant, Client will make available to Consultant all information in its possession regarding existing and proposed conditions at the site. Such information shall include, but not be limited to engineering reports, plot plans, topographic surveys, hydrographic data, soil data including borings, field and laboratory tests and written reports. Client shall immediately transmit to Consultant any new information concerning site condition which becomes available, and any change in plans or specifications concerning the Project to the extent such information may affect Consultant's performance of the Services. Client agrees, upon 24 hours oral or written notice, to provide a representative at the job site to supervise and coordinate the Services. Consultant shall not be liable for any inaccurate or incorrect advice, judgment or decision which is based on any inaccurate information furnished by Client and Client shall indemnify Consultant against claims, demands, or liability arising out of, or contributed to, by such inaccurate information.

6. Sample Disposal. Unless other arrangements are made, Consultant will dispose of all samples remaining at the time of report completion. Further storage or transfer of samples can be arranged at Client's prior written request, subject to a reasonable charge by Consultant. Client acknowledges that contaminated samples may be produced as a result of encountering hazardous materials at the site. In such event, Consultant shall properly contain, label, and store such materials on-site, and Client shall be responsible for its proper transportation and disposal. Consultant may be able to arrange for the transportation and disposal of hazardous materials at Client's request.

7. Construction Monitoring. If Consultant is engaged by Client to provide a site representative for the purpose of monitoring specific portions of any construction work, as set forth in the Proposal, then this Section 7 shall apply. If Consultant's engagement does not include such construction monitoring, then this Section shall be null and void. In connection with construction monitoring, Consultant will report observations and professional opinions to Client. Consultant shall report to Client any observed work which, in Consultant's opinion, does not conform to plans and specifications. Consultant shall have no authority to reject or terminate the work of any agent or contractor of Client. No action, statements, or communications of Consultant, or Consultant's site representative, can be construed as modifying any agreement between Client and others. Consultant's presence on the Project site in no way guarantees the completion or quality of the performance of the work of any party retained by Client to provide construction related services. Neither the professional activities of Consultant, nor the presence of Consultant or its employees, representatives, or subcontractors on the Project Site, shall be

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construed to impose upon Consultant any responsibility for methods of work performance, superintendence, sequencing of construction, or safety conditions at the Project site. Client acknowledges that Client its general contractor or construction manager is solely responsible for job site safety, and warrants and agrees that such responsibility shall be made evident in any Project owner's agreement with the general contractor. Client also agrees to make Consultant an additional insured under any general contractor's general liability insurance policy. Prior to the commencement of the Work, Client shall provide Consultant with a certificate of insurance evidencing the required insurance. Such certificates shall be issued by an insurance carrier(s) acceptable to Consultant and shall be endorsed to include: (1) Consultant as additional insured; and (2) a waiver of subrogation as to Consultant. This insurance shall be primary to any insurance available to Consultant. In the event Consultant expressly assumes any health and safety responsibilities for hazardous materials or other items specified in this Agreement, the acceptance of such responsibility does not and shall not be deemed an acceptance of responsibility for any other health and safety requirements, such as, but not limited to, those relating to excavation, trenching, drilling or backfilling.

8. Project Changes. In the event Client, the Project owner, or other party makes any changes in the plans and specifications, Client agrees to hold Consultant harmless from any liability arising out of such changes, and Client assumes full responsibility unless Client has given Consultant prior notice and has received Consultant's written consent for such changes.

9. Discovery of Unanticipated Hazardous Materials. Client warrants that it has made reasonable efforts to inform Consultant of known or suspected hazardous materials on or near the Project site. The parties acknowledge that hazardous materials may exist at a site where there is no reason to believe they are present. Consultant and Client agree that the discovery of such unanticipated hazardous materials constitutes a changed condition which may require either a re-negotiation of the scope of Consultant's Services or termination of such Services or this Agreement. Consultant agrees to notify Client as soon as practicable should hazardous materials be encountered at the site. Client agrees that in the event of the discovery of hazardous materials at the site it will report such discovery to the proper authorities as required by Federal, State, and local regulations. Client agrees to make the required report at the recommendation of Consultant, or, if unable to do so, authorizes Consultant to make such report. Client also agrees to inform the Project site owner in the event that hazardous materials are encountered at the site. Notwithstanding any other provision of this Agreement, Client waives any claim against Consultant, and to the maximum extent permitted by law, agrees to defend, indemnify, and save Consultant harmless from any claim, liability and/or defense costs for injury or loss arising from the presence of hazardous materials on the project site, including any costs created by delay of the project and any costs associated with possible reduction of the property's value. Client is responsible for ultimate disposal of any samples secured by Consultant which are found to be contaminated.

10. Concealed or Subsurface Conditions. Consultant cannot know or guarantee the exact composition of a structure or site's concealed or subsurface condition, even after conducting a comprehensive exploratory program. Client acknowledges that there is a risk that exploratory destructive testing, drilling and sampling may result in damage or contamination of certain areas. Although Consultant will take reasonable precautions to avoid such an occurrence, Client waives any claim against, and agrees to defend, indemnify and save Consultant harmless from any claim or liability for injury or loss which may arise as a result of any exploratory activities. Client also agrees to adequately compensate Consultant for any time spent and expenses incurred in defense of any such claim.

11. Risk Allocation and Limitation of Liability. To the fullest extent permitted by law, and not withstanding any other provision of this Agreement, the total liability, in the aggregate, of the Consultant, and its officers, directors, partners, employees, agents and sub-consultants, and any of them, to the Client and anyone claiming by, through or under the Client, for any and all claims, losses, costs or damages of any nature whatsoever arising out of, resulting from or in any way related to the Project or the agreement from any cause or causes, including but not limited to the negligence, professional errors or omissions, strict liability, breach of contract or warranty, express or implied, of the Consultant, and its officers, directors, employees, agents or sub-consultants, or any of them, shall not exceed the total compensation received by the Consultant, for Services provided under this Agreement or $50,000 whichever is more. Client agrees that Consultant shall not be responsible for the means, methods, procedures performance, site safety of the construction contractors or subcontractors, or for their errors or omissions. Client agrees that the work created pursuant to this Agreement is for the sole and exclusive use of Client and is not for the benefit of any third parties. This Agreement and the Services to be performed hereunder shall in no way be construed as a guarantee of deficient-free construction.

12. Limitations. Consultant's reports are prepared for Client and their client, and are not transferrable or assignable. The provisions of Consultant's reports does not imply that we are providing expert testimony for any litigation including answering interrogatories, answering questions in depositions, attending depositions, preparing exhibits for trial, providing expert testimony, or other litigation related services unless otherwise expressly stated in our service agreement. Consultant's reports shall not guarantee in any way the viability or safety of any structure, does not relieve the property owner of the responsibility for making repairs to the property, nor does Consultant's report relieve the property owner of the responsibility for ensuring that their building meets all applicable building codes or laws.

13. Delays. Consultant shall not be liable to Client for delays. Client shall indemnify, defend, and hold harmless Consultant from any actions or claims arising from delays.

14. Termination. This Agreement may be terminated without cause by either party upon thirty (30) days written notice, and at any time by either party if the other party defaults in the performance of any material provision of this Agreement and such default continues for a period of seven (7) days after written notice thereof. In the event of termination, Consultant will be paid for services performed through the date of termination, plus reasonable termination expenses, including the cost of completing analyses, demobilization, records and reports necessary to document job status at the time of termination.

15. Intellectual Property & Work Product. (i) All processes, procedures, work product, materials, methodologies or services used or provided by CONSULTANT in connection with this Project was, shall remain, or will always be, the intellectual property of CONSULTANT. Nothing in this Agreement shall operate as a waiver of ownership or a sale of ownership of any CONSULTANT intellectual property. (ii) Client represents and warrants that Client owns and/or has the right to use the intellectual property that is contained in any instrument, report, media, drawing, design, submittal, or document that Client provides to CONSULTANT in connection with the Project, and that said Client-provided document does not and shall not infringe,

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misappropriate, or violate the intellectual property rights of any third-parties (iii) All documents including reports, electronic media, and drawings, prepared or furnished by CONSULTANT and its subconsultants pursuant to this Agreement are instruments of service in respect of this Project and CONSULTANT will retain an ownership and property interest therein whether or not the Project is completed. The Client may make and retain copies of such documents for information and reference in connection with the Project; however, such documents are not intended or represented to be suitable for reuse by the Client, including extensions of the Project or on any other project, nor are they to be relied upon by anyone other than the Client. Accordingly, the Client will, to its fullest extent permitted by law, defend, indemnify and hold harmless CONSULTANT from and against any and all costs, expenses, fees, losses, claims, demands, liabilities, suits, actions and damages whatsoever arising out of or resulting from any unauthorized reuse of the documents or disbursement by Client to third parties. If it is necessary to distribute any documents to an unrelated third party, both the third party and Client agree: (a) the third party is bound by all of the conditions and limitations of this Agreement and related documents; and (b) the third party is bound by all limitations of liability or indemnity provisions..

16. Resolution of Disputes. The Client shall make no claim for professional negligence, either directly or by way of a cross complaint against the Consultant, unless the Client has first provided the Consultant with a written certification executed by an independent consultant currently practicing in the same discipline as the Consultant and licensed in the same State. This certification shall: (a) contain the name and license number of the certifier; (b) specify the acts or omissions that the certifier contends are not in conformance with the standard of care for a consultant performing professional services under similar circumstances; and (c) state in detail the basis for the certifier's opinion that such acts or omissions do not conform to the standard of care. All claims, disputes, controversies or matters in question arising out of, or relating to, this Agreement or any breach thereof, including but not limited to disputes arising out of alleged design defects, breaches of contract, errors, omissions, or acts of professional negligence, (collectively "Disputes") shall be submitted to mediation before and as a condition precedent to pursuing any other remedy. Upon written request by either party to this Agreement for mediation of any dispute, Client and Consultant shall select a neutral mediator by mutual agreement. Such selection shall be made within ten (10) calendar days of the date of receipt by the other party of the written request for mediation. In the event of failure to reach such agreement or in any instance when the selected mediator is unable or unwilling to serve and a replacement mediator cannot be agreed upon by Client and Consultant within ten (10) calendar days, a mediator shall be chosen as specified in the Mediation Rules of the American Arbitration Association then in effect, or any other appropriate rules upon which the parties may agree. Any cause of action brought against Consultant shall be brought within one year of the work or services performed under this Agreement.

17. Assigns. Client may not assign this Agreement or any right or obligation hereunder without the prior written consent of Consultant, which shall not be unreasonably withheld or delayed; provided, however, that no consent shall be necessary in the event of an assignment to a successor entity resulting from a merger, acquisition or consolidation by either party or an assignment to an Affiliate of either party if such successor or Affiliate assumes all obligations under this Agreement.

18. Waiver of Jury Trial. Each party waives its right to a jury trial in any court action arising between the parties, whether under this Agreement or otherwise related to the work being performed under this Agreement.

19. Liability for Others. Consultant shall not be responsible for the acts or omissions of the Client, architect, architect's other consultants, contractor, subcontractor, other third parties or their respective agents, employees, assigns, successors, or other persons performing any of the work. Consultant shall promptly notify Client if Consultant becomes aware of any inconsistencies in the services or information provided by other parties.

20. Governing Law and Survival. The validity of this Agreement, these terms, their interpretation and performance shall be governed by the laws of the State in which the Project is located. If any of the provisions contained in this Agreement are held illegal, invalid, or unenforceable, the enforceability of the remaining provisions will not be impaired. Limitations of liability, indemnification, and non-solicitation & hiring of employees shall survive the termination of this Agreement for any reason. The failure of a party hereto at any time or times to require performance of any provision hereof shall in no manner affect its right at a later time to enforce the same. No waiver by a party of any condition or of any breach of any term contained in this Agreement shall be effective unless in writing and signed by the waiving party, and no waiver in any one or more instances shall be deemed to be a continuing waiver of any such condition or breach in other instance or a waiver of any other condition or breach of any other term.

21. Waiver. No waiver by a party of any condition or of any breach of any term contained in this Agreement shall be effective unless in writing and signed by the waiving party, and no waiver in any one or more instances shall be deemed to be a continuing waiver of any such condition or breach in other instance or a waiver of any other condition or breach of any other term.

22. Enforceability. This Agreement shall be interpreted by the parties in a manner that ensures this Agreement's compliance with applicable local, state, federal, or foreign laws. The parties affirm that this Agreement is a collaborative effort between Client and Consultant, with no single party considered the drafter of this Agreement or having the drafting of this document construed against them.

23. Severability. Should a court find one of the provisions of this Agreement unenforceable, the remaining provisions of this Agreement shall remain in full force and affect.

24. Insurance. Consultant shall not (1) post a bond, (2) insure, or (3) indemnify Client against losses caused from the acts or omissions of other Contractors or Subcontractors that are not under contract to perform work for Consultant. Client shall require other Contractors and Subcontractors to carry adequate insurance coverage, including such coverage for any performance for Client, to insure and indemnify Consultant against claims for damages, and to insure compliance with Project requirements, including work performance and materials.

25. Entire Agreement. This Agreement represents the entire agreement between the parties. No other prior written or oral representations, negotiations, or discussions are part of this agreement. To the extent allowed by law, any agreement that is a part of the scope of Consultant services and incorporated by reference into this agreement shall be subordinated to the terms and conditions of this agreement where they conflict.

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ATTACHMENT 3

ITEMIZED DETAILED COST ESTIMATE

PROJECT NAME:	Durham ES TK/K Complex	PROPOSAL NO.: PC26.025	PREPARED BY: DJP
DESCRIPTION:	Construction Quality Assurance		DATE PREPARED: 02/11/26
LOCATION:	9421 Pulney Drive, Durham, CA	EST. GRAND TOTAL: $79,322.10 T&M	FEE SCHEDULE: 2026

TASK		SUBTSK NO.		FIELD LABOR AND MILEAGE COSTS									LABORATORY TESTING COSTS												TASK TOTALS
				Labor Costs					Mileage Costs			Subtotal Costs	ASTM Test Method											Subtotal Costs	
No.	Description	No.	Description	Staff Code	Unit Cost	Site Visits	Time Per Site Visit	Total Labor Cost	Round Trip Mileage	Mileage Unit Cost	Total Mileage Cost		ASTM C39-4	ASTM A615	ASTM A370	ASTM C140	ASTM C1019	ASTM C109	ASTM C780	ASTM C1314	ASTM D1557-6	ASTM D1557-4	Per Diem		
													Concr Cmp Strngth fr/B (Sset)	Reinforg Stl Tnst Blend to #6	HSB Set (3)	CMU Unit Tests	Set Cmp Strngth	Cmp Strngth Hyd Cmnt Mtr (2" Cubes)	Mrtr Cmp Strngth	Masry Prsms Cmp Strngth	Metal Proc Cmp Crv (6" Mld)	Metal Proc Cmp Crv (4" Mld)	Per Diem 2025		
					$39	$175	$1,342	$294	$39	$39	$39	$147	$278	$263	$214										
				(#)	($)	(#)	(hr)	($)	(miles)	($)	($)	($)	(#)	(#)	(#)	(#)	(#)	(#)	(#)	(#)	(#)	(#)	(#)	($)	($)
EARTHWORK TESTING AND OBSERVATION																									
1	Earthwork		Modular Building Pads Compaction Testing	FSMT	144.00	8	8.0	9216.00	12	0.85	81.60	9297.60										2		$526	9,823.60
			Site Concrete Subgrade testing	FSMT	144.00	8	4.0	4608.00	12	0.85	81.60	4689.60										1		$263	4,952.60
			Site Concrete AB testing	FSMT	144.00	8	4.0	4608.00	12	0.85	81.60	4689.60									1			$278	4,967.60
			Storm Drain Trench Backfill	FSMT	144.00	8	8.0	6912.00	12	0.85	61.20	6973.20												$0	6,973.20
			Water Line Trench Backfill	FSMT	144.00	8	8.0	9216.00	12	0.85	81.60	9297.60										1		$263	9,560.60
			Sanitary Sewer Trench Backfill	FSMT	144.00	5	8.0	5760.00	12	0.85	51.00	5811.00												$0	5,811.00
			Joint Utility Trench Backfill	FSMT	144.00	3	8.0	3456.00	12	0.85	30.60	3486.60										1		$263	3,749.60
			Playground Rubberized Fall Surface - AB Testing	FSMT	144.00	1	4.0	576.00	12	0.85	10.20	586.20												$0	586.20
			ADA Parking - Subgrade and AB Testing	FSMT	144.00	1	4.0	576.00	12	0.85	10.20	586.20												$0	586.20
			Shade Structure - Drilled Pier Observation	FSMT	144.00	1	6.0	864.00	12	0.85	10.20	874.20												$0	874.20
																						SUBTOTAL		$47,884.80	
SPECIAL INSPECTION AND TESTING																									
2	Special Inspection (Modular Classrooms)		Modular Buildings Rebar testing/tracking	TCH2	126.00	2	8.0	2016.00	190	0.85	323.00	2339.00		4										$700	3,039.00
			Modular Buildings Foundation Pour - Batch Plant Inspection	ACI	142.00	2	6.0	1704.00	0	0	0.00	1704.00												$0	1,704.00
			Modular Buildings Foundation Pour - Concrete Sampling/Testing	ACI	142.00	2	6.0	1704.00	12	0.85	20.40	1724.40	15											$585	2,309.40
			Modular Building Concrete Sample Transport	ACI	142.00	2	1.0	284.00	12	0.85	20.40	304.40												$0	304.40
			Modular Building Embed Plate Fabrication	SHOP	131.00	2	8.0	2096.00	12	0.85	20.40	2116.40												$0	2,116.40
			Modular Building Embed/ Field welding	AWS	153.00	5	8.0	6120.00	12	0.85	51.00	6171.00												$0	6,171.00
			Light Pole Concrete Rebar	TCH2	126.00	1	8.0	1008.00	190	0.85	161.50	1169.50		2										$350	1,519.50
			Light Pole Concrete pour	ACI	142.00	1	4.0	568.00	12	0.85	10.20	578.20	5											$195	773.20
			Light Pole Concrete Sample Transport	ACI	142.00	1	1.0	142.00	12	0.85	10.20	152.20												$0	152.20
			Post Installed anchors (Electrical Transformer)	PLTT	142.00	1	4.0	568.00	12	0.85	10.20	578.20												$0	578.20
					0.00			0.00		0	0.00	0.00											$0	0.00
	Shade Structure		Structural Steel Bolt ID	TCH2	126.00	1	10.0	1260.00	400	0.85	340.00	1600.00												$0	1,600.00
			Shade Structure Concrete - Batch Plant Inspection	ACI	142.00	1	4.0	568.00	12	0.85	10.20	578.20												$0	578.20
			Shade Structure Concrete - Field Sampling/Testing	ACI	142.00	1	4.0	568.00	12	0.85	10.20	578.20	5											$195	773.20
			Shade Structure Concrete Sample Transport	ACI	142.00	1	1.0	142.00	12	0.85	10.20	152.20												$0	152.20
					0.00			0.00		0	0.00	0.00											$0	0.00
	Office Modernization		Interior Slab Patchback - Epoxy Dowels	PLTT	142.00	1	4.0	568.00	12	0.85	10.20	578.20												$0	578.20
			Interior Slab Patchback - Batch Plant	ACI	142.00	1	2.0	284.00	12	0.85	10.20	294.20												$0	294.20
			Interior Slab Patchback - Concrete Pour	ACI	142.00	1	3.0	426.00	12	0.85	10.20	436.20	5											$195	631.20
			Post-Installed Anchors (Sill Plates, Casework, Equipment Support)	PLTT	142.00	4	4.0	2272.00	12	0.85	40.80	2312.80												$0	2,312.80
					0.00			0.00		0	0.00	0.00											$0	0.00
																						SUBTOTAL		$25,587.30	
PROJECT MANAGEMENT																									
3	Contract Admin		Engineering Oversight	PR	259.00	10	0.0	2590.00		0	0.00	2590.00												$0	2,590.00
			Project Manager	AE	222.00	0	0.0	0.00		0	0.00	0.00												$0	0.00
			Lab Eng Manager	SREG2	213.00	12	0.0	2556.00		0	0.00	2556.00												$0	2,556.00
			Construction Services Management	CSM1	152.00	4	0.0	608.00		0	0.00	608.00												$0	608.00
			CQA Administration	PA	96.00	1	0.0	96.00		0	0.00	96.00												$0	96.00
																						SUBTOTAL		$5,850.00	
																						GRAND TOTAL =		$79,322.10	

DURHAM UNIFIED SCHOOL DISTRICT

Board Meeting Date: 2-18-2026

SUBJECT: Approval of Ford Transit Cargo Van	
PREPARER: Jess Knox, CBO	
RECOMMENDATION:	☑ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☐ Information Only

Background:

Durham Unified received approval from the California Department of Education on December 12th, 2025 to use up to $65,791.91 of Food Service Funds (Fund 13) to make the purchase of a van with an additional approval amount of $15,000 for modification to the van for food transportation and cooling.

Three quotes are attached for the purchase of a Ford T-250 Cargo Van;

Geweke Ford - Yuba City: $56,130.08

Corning Ford - Corning: $56,205.85

Future Ford - Roseville: $58,391.42

Preview Order 7161 - R1C 250 Med Roof Cargo RWD: Order Summary Time of Preview: 01/27/2026 09:01:35 Receipt: 11/20/2025

Dealership Name: Geweke Ford **Sales Code :** F72408

Dealer Rep.	Paul Brown	**Type**	Fleet	**Vehicle Line**	Transit	**Order Code**	7161
Customer Name	Durham School	**Priority Code**	C2	**Model Year**	2026	**Price Level**	635

DESCRIPTION	MSRP	INVOICE	DESCRIPTION	MSRP	INVOICE
R1C0 T250 MR CARGO RWD	$51800	$49210	SPARE TIRE AND WHEEL	$300	$273
148" WHEELBASE	$0	$0	MODIFIED VEHICLE WIRING SYS	$0	$0
TOTAL BASE VEHICLE	$51800	$47601	TIRE MOBILITY KIT DELETE	$0	$0
BLUE METALLIC	$300	$273	CONN PKG: 1 YR INCL W/FORD APP	$0	$0
VINYL	$0	$0	DUAL ALTERNATORS (250 AMP)	$1025	$933
DARK PALAZZO GRAY	$0	$0	DUAL BATTERIES (70 AMP-HR)	$0	$0
PREFERRED EQUIPMENT PKG.101A	$0	$0	SRW - SILVER STEEL W/ LUGS	$0	$0
.XL TRIM	$0	$0	PRICE CONCESSION INDICATOR	$0	$0
3.5L ECOBOOST V6 (GAS)	$2800	$2548	REMARKS TRAILER	$0	$0
.10-SPEED TRANSMISSION	$0	$0	AUXILIARY FUSE PANEL	$0	$0
.235/65R16C BSW ALL-SEASON	$0	$0	PRO POWER ONBOARD - 400 W	$0	$0
3.73 LIMITED SLIP AXLE	$0	$0	LOAD AREA PROTECTION PKG	$485	$442
JOB #1 ORDER	$0	$0	.VINYL F/R FLOOR COVERING	$0	$0
CA NEW MTR VEHICLE BOARD FEES	$0	$0.65	SPECIAL DEALER ACCOUNT ADJUSTM	$0	$-1171
FORD FLEET SPECIAL ADJUSTMENT	$0	$-570	SPECIAL FLEET ACCOUNT CREDIT	$0	$-1609
FRONT LICENSE PLATE BRACKET	$0	$0	FUEL CHARGE	$0	$11.68
9150# GVWR PACKAGE	$0	$0	NET INVOICE FLEET OPTION (B4A)	$0	$7
B-PILLAR ASSIST HANDLE	$0	$0	PRICED DORA	$0	$0
HEAVY DUTY FRONT AXLE	$0	$0	ADVERTISING ASSESSMENT	$0	$0
50 STATE EMISSIONS	$0	$0	DESTINATION & DELIVERY	$2095	$2095
BULKHEAD W/LOCKABLE DOOR	$1815	$1651			

	MSRP	INVOICE
TOTAL BASE AND OPTIONS	$60620	$54094.33
DISCOUNTS	NA	NA
TOTAL	$60620	$54094.33

ORDERING FIN: QE487 **END USER FIN:** QE487

-3,100

INCENTIVES

DISCOUNTS: $-3100.00

50,994

Acc. Code ID :10 Contract/Ref # :12-715T Bid Date :06/18/25State : CA

LARRY GEWEKE FORD • KIA

871 E ONSTOTT RD
YUBA CITY, CA 95991
(530)821-2121

Invoice No. 78209

QUOTE

Customer

Name Durham Unified School District
Address 9420 Putney Drive
City Durham State CA ZIP 95938
Phone

Misc

Date 1/27/2026
Order No. 80598
Rep
FOB

Qty	Description	Unit Price	TOTAL
1	2026 Transit		$51,725.00
1	Fees		$130.75
		TIRE AND DMV	
		Tax Rate(s)	$4,274.33
		TOTAL	$56,130.08

Payment Check

Comments
Name
CC #
Expires

Office Use Only

CONTACT CARLOS VAZQUEZ FOR ADDITIONAL INFORMATION
530-713-1911

Preview Order 1111 - R1C 250 Med Roof Cargo RWD: Order Summary Time of Preview: 01/19/2026 14:36:09 Receipt: 1/19/2026

Dealership Name: Corning Ford

Sales Code : F72523

Dealer Rep.	Ryan Holland	Type	Fleet	Vehicle Line	Transit	Order Code	1111
Customer Name	Durham Un	Priority Code	C1	Model Year	2026	Price Level	635

DESCRIPTION	MSRP	DESCRIPTION	MSRP
R1C0 T250 MR CARGO RWD	$51800	SPARE TIRE AND WHEEL	$300
148" WHEELBASE	$0	MODIFIED VEHICLE WIRING SYS	$0
TOTAL BASE VEHICLE	$51800	TIRE MOBILITY KIT DELETE	$0
BLUE METALLIC	$300	CONN PKG: 1 YR INCL W/FORD APP	$0
VINYL	$0	DUAL ALTERNATORS (250 AMP)	$1025
DARK PALAZZO GRAY	$0	DUAL BATTERIES (70 AMP-HR)	$0
PREFERRED EQUIPMENT PKG.101A	$0	SRW - SILVER STEEL W/ LUGS	$0
.XL TRIM	$0	PRICE CONCESSION INDICATOR	$0
3.5L ECOBOOST V6 (GAS)	$2800	REMARKS TRAILER	$0
.10-SPEED TRANSMISSION	$0	AUXILIARY FUSE PANEL	$0
.235/65R16C BSW ALL-SEASON	$0	PRO POWER ONBOARD - 400 W	$0
3.73 LIMITED SLIP AXLE	$0	LOAD AREA PROTECTION PKG	$485
JOB #1 ORDER	$0	.VINYL F/R FLOOR COVERING	$0
CA NEW MTR VEHICLE BOARD FEES	$0	SPECIAL DEALER ACCOUNT ADJUSTM	$0
FORD FLEET SPECIAL ADJUSTMENT	$0	SPECIAL FLEET ACCOUNT CREDIT	$0
FRONT LICENSE PLATE BRACKET	$0	FUEL CHARGE	$0
9150# GVWR PACKAGE	$0	NET INVOICE FLEET OPTION (B4A)	$0
B-PILLAR ASSIST HANDLE	$0	PRICED DORA	$0
HEAVY DUTY FRONT AXLE	$0	ADVERTISING ASSESSMENT	$0
50 STATE EMISSIONS	$0	DESTINATION & DELIVERY	$2095
BULKHEAD W/LOCKABLE DOOR	$181S		

	MSRP
TOTAL BASE AND OPTIONS	$60620
DISCOUNTS	NA
TOTAL	$60620

~~60,620 + fees~~

51,795 + fees After Disc & Reb

56,205.85 OTD

ORDERING FIN: OF14E **END USER FIN:** OF148

INCENTIVES

Acc. Code ID :10 Contract/Ref # :12-715T Bid Date :06/18/25State : CA

Customer Name:

Customer Address:

Customer Email:

Customer Phone:

Customer Signature Date

This order has not been submitted to the order bank.

This is not an invoice.

Source: REPEAT

Salesperson: RYAN HOLLAND

Price	51,795.00
Taxable A.M.O.	0.00
Document Processing Charge	85.00
Emissions Testing Charge	0.00
Sales Tax	4,280.10
Non-Tax A.M.O.	0.00
Service Contract	0.00
Subtotal	56,160.10
DMV Fees	0.00
State Emissions Certification or Exemption Fee	0.00
California Tire Fee	8.75
Electronic Veh Reg or Transfer Charge	37.00
Total Insurance	0.00
Total	56,205.85
Amount Financed	56,205.85
Finance Charges	0.00
Total of Payments	56,205.85

Trade	0.00
Payoff	0.00
Net Trade	0.00
Cash Down	0.00
Deferred Down	0.00
Rebate	0.00
Total Down	0.00
APR	0.00
Term	1
Monthly Payment	56,205.85
Final Payment of	

*** * * BUYER * * ***

DURHAM UNIFIED SCHOOL DISTRICT
9420 PUTNEY DR
DURHAM, CA 95938

Date of Birth:
Home Phone Number:
Work Phone Number: (530) 895-4680
County: BUTTE
Email: bmullican@durhamunified.org

*** * * CO-BUYER * * ***

Date of Birth:
Home Phone Number:
Work Phone Number:
County:
Email:

*** * * PURCHASE * * *** *** * * TRADE 1 * * *** *** * * TRADE 2 * * ***

Stock Number
Year
Make
Model
Body Style
Color
Trim
Key 1 Number
Key 2 Number
Weight
License
Odometer
VIN
Cylinders
Vehicle Type

*** * * BANK * * ***

NONE

CA

*** * * INSURANCE * * ***

CaKef008

Go Further LINCOLN

FUTURE FORD LINCOLN OF ROSEVILLE

Durham Unified School District
2026 FORD TRANSIT CARGO VAN
VIN: 1FTBR1C84TKA05605
Stock# CV111150 Deal# 1028870
Salesperson: Brandon Bills
1/28/2026 3:55 PM

Incentive programs and rebates are estimates, subject to change and verification. Tax Profile: 8.25% Tax

CASH PURCHASE	
Market Value	56,000.00
Discount Savings	- 2,186.00
Vehicle (after Savings)	53,814.00
Taxes / Fees	4,577.42
Due On Delivery	**58,391.42**

PURCHASE DETAILS	
Market Value	56,000.00
Discount Savings	- 2,186.00
Net Vehicle Price	53,814.00

TAXES AND FEES	
Document Prep Fee	85.00
License/Title	37.00
Tire/Battery/VTR	8.75
Sales/Use Tax	4,446.67
TOTAL	58,391.42

COMPLIMENTARY DELIVERY

*$37= DMV ELECTRONIC TRANSFER FEE

Interest Rates, Pricing, Rebates and Terms are estimates, subject to change and apply only on 1/28/2026.

FOR INTERNAL USE ONLY Future Ford Lincoln of Roseville -- (916) 969-3600 01.06.78.66

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DURHAM UNIFIED SCHOOL DISTRICT
Board Meeting Date: 2-18-2026

SUBJECT: Approval of Heated Pressure Washer for Food Service	
PREPARER: Jess Knox, CBO	
RECOMMENDATION:	☑ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☐ Information Only

Background:

Durham Unified received approval from the California Department of Education on February 2nd, 2026 to use up to $27,720 of Food Service Funds (Fund 13) to make the purchase of a Commercial-grade Pressure Washer with Trailer.

Three quotes were received for the purchase of the Pressure Washer:

Environmental Cleaning Systems - Chico: $27,720

Precision Cleaning Systems - Sacramento: $21,968.98

Hansen Pressure Washer & Machinery - Shasta Lake: $18,050.18



Built to LAST!

Industrial Equipment

WATER CLEANING SYSTEMS

Since 1957

Environmental Cleaning Systems

Only Sales, Parts & Service Center from Sac. CA to Oregon!

Parts Washer
Pressure Washers
Water Treatment

830 Cherry Street
Chico, CA 95928
Lic# 795757

PH: (800)287-8306
(530)893-2125
Fax: (530)893-1035
www.industrial-equipment.biz

Eric Kolstad Ph 530 895-4679 Ext

Durham Unified School Dist Cell Fax: 530 895-4692

PO Box 300 email: ekolstad@durhamunified.org

Durham , CA 95938 Company ID: DurhamUnified

Proposal E6091

12/12/2025

Landa 3500 trailer equipped with Karcher LFT skid mounted system, complete with pump-protection bypass routed back to the trailer. The setup includes dual hose reels, one high-pressure and on low-pressure with 50ft high pressure and 50ft low pressure. Refer to attached cut sheets for additional specifications.
Trailer is 3-4 weeks out

O	Qty	Description	Item Price	Extended Amt
☐	1	Landa 3500 trailer with high and low pressure hose reels	$24,500.00	$24,500.00
☐		Karcher LFT Skid 5.0/35 mounted onto trailer		
☐		High pressure hose reel with hose		
☐		Low pressure hose reel with hose		
☐		Gun, trigger, wand, swivel and nozzles		
☐	1	School discount	<$500.00>	<$500.00>
☐				
☐				
☐				
☐				

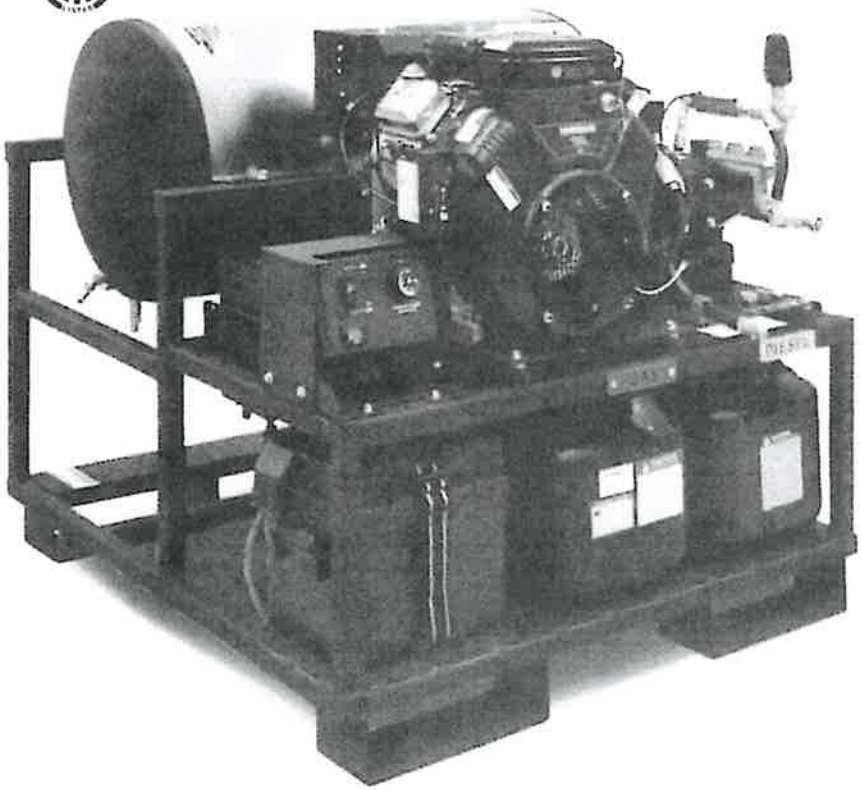
Note: Items marked as O (Option), are not included in totals!

Sub Total	$24,000.00
9.25% Tax	$2,220.00
Labor	
Est. Freight	$1,500.00
Total	**$27,720.00**

Terms are balance due upon delivery of order.

Respectively
User

If you have any questions, concerns or would like to place an order please call (800)287-8306. Proposal is valid for 30 days after creation.



LFT SKID

GAS / DIESEL SKID

KEY SPECS

- Gas Power
- Electric Start*
- Belt Drive Pump
- 10 Gallon Gas & Diesel Tanks
- Stainless Steel Coil Wrap
- Thermostatic Burner Control
- Hour Meter
- 8.0 Max. GPM
- 4000 Max. PSI
- 43"L x 46"W x 57"H (Skid)
- 144"L x 72"W x 64"H (Trailer)

*Battery not included.

VALUE & OPTIONS

- ☑ 7-Year Pump Warranty
- ☑ Hose, Gun, Wand & Nozzle Included
- ☑ Optional Quick Coupler Socket
- ☑ Optional Chemical Injector Kit

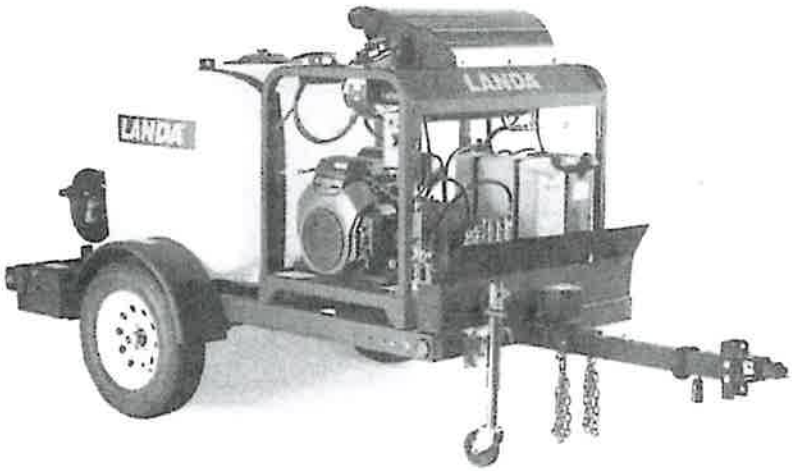
MODEL NO.	ORDER NO.	GPM	PSI	DRIVE	HP	ENGINE	PUMP	BURNER	BTU/HR	SHIP WT (LBS)
LFT Skid 5.0/35	1.110-103.0	5.0	3500	Belt	18	Vanguard	T-Series	12V	410,710	676
LFT Skid 5.0/40	1.110-101.0	5.0	4000	Belt	25	Karcher V-Twin	T-Series	12V	410,710	688
LFT Skid 8.0/30	1.110-102.0	8.0	3000	Belt	25	Karcher V-Twin	X-Series	12V	400,000	690
LFT 3500E 5.0/35 Trailer	1.103-855.0	5.0	3500	Belt	21	Honda GX630	T-Series	12V	410,710	1,600

OPTIONS & ACCESSORIES

9.802-227.0	RL-56 Blue Gun and Wand (nozzle protector not included)
8.756-030.0	Foster Quick Coupler Socket, 1/4" Male Brass
8.925-245.0	Hose, 1/2" X 50' 2W 5000 PSI SW/SO/CPL
8.756-797.0	3-5 GPM Chemical Injector Kit

3500

SINGLE AXLE TRAILER





PGDC Series



PGHW Series



PDHW Series

KEY SPECS

- Compatiple with PGHW, PDHW and PGDC Series Pressure Washers
- 200 Gallon Water Tank
- Single Axle Rated to 3500 lbs
- (2) 15" White Spoke Wheels
- 2 x 4" 10-Gauge Form Channel
- Standard Electric Brakes w/ Breakaway Kit
- Dual Tool/Accessory Boxes
- 1000 lb. Swivel Jacks w/ Ball Couplers
- Heavy-Duty Chassis w/ Weather-Resistant Black Powder Coat
- 144"L x 72"W x 64"H

VALUE & OPTIONS

- ☑ NATM Affiliate Manufacturer
- ☑ Hydraulic Brake Upgrade
- ☑ Optional Battery, Rock Guard and Hose Reel

MODEL NO.	ORDER NO.	AXLE	WATER TANK	GVWR (LBS)	SHIP WT (LBS)
3500	1.103-848.0	Single	200 gal	3,500	1072

OPTIONS & ACCESSORIES

Factory-Installed Mounting Kits	
8.917-399.0	PGDC Mounting Assembly*
8.917-299.0	PGHW Mounting Assembly**
8.920-434.0	PDHW Mounting Assembly
Factory-Installed Brakes	
8.931-496.0	Hydraulic Brakes
Factory-Installed Battery	
8.904-051.0	Battery installed on pressure washer
Factory-Installed Rock Guard	
8.931-506.0	Rock Guard with Wand Holder
Factory-Installed Hitch Couplers	
8.924-493.0	2-5/16" Ball Hitch Coupler
8.924-368.0	3" Lunette Eye Hitch Coupler
Factory-Installed Hose Reel Kits (Hose Not Included)	
8.917-554.0	High Pressure Hose Reel (100' capacity)
8.917-555.0	Low Pressure Hose Reel (100' capacity)

*Excludes model PGDC8 3032HE **Excludes models PGHW5 5052HE, PGHW8 3032HE

PRECISION CLEANING SYSTEMS, INC.
8165 ALPINE AVE
SACRAMENTO, CA 95826
Phone: 916-731-4489

Quote

Date	Quote #
1/16/2026	03102

Name / Address
DURHAM UNIFIED SCHOOL DIST. 9420 Putney Dr, Durham, CA 95938

Rep	Project

Description	Qty	U/M	Total
11101010 - LFT SKID 5 GPM @ 4000 PSI, HOTSY BELT DRIVE PUMP, LONCIN ENGINE, 12V BURNER	1		11,070.00T
UTS230 - SINGLE AXLE TRAILER, 230 GAL. WATER TANK, TWO HOSE REELS, 50' GARDEN HOSE, ELECTRIC BRAKES, GUN/WAND HOLDER, ADD $ 1000.00 FOR INCOMING FREIGHT	1	ea	11,890.00T
SUBTOTAL			22,960.00
20% EQUIPMENT DISCOUNT			-4,592.00
MOTOR FREIGHT			1,000.00T
DELIVERY FEE - PORTAL TO PORTAL - PER HOUR - PARTS, SOAP ETC.	3	ea	300.00T
LABOR - BRIAN - NEW LABOR RATE EFFECTIVE 9-1-2023: $ 145.00 PER HOUR - TO INSTALL PRESSURE WASHER ON TRAILER, PLUMB THE REELS TO THE MACHINE AND RUN BYPASS BACK TO THE WATER TANK	4		580.00
SALES TAX, CITY OF SACRAMENTO			1,720.95

Phone #	**Total**	$21,968.95
916-731-4489		

Hansen Pressure Washer & Machinery
3035 Twin View Blvd
Shasta Lake, CA 96019 USA
+15302758100
hansenpressurewasher@gmail.com
Hansenpressurewasher.com

Estimate

ADDRESS
Durham Unified School District

ESTIMATE #
1131

DATE
01/15/2026

P.O. NUMBER
TRIALER OPTION #2

PART #	DESCRIPTION	QTY	RATE	AMOUNT
UTS230 W/BRAKES	SINGLE AXLE TRAILER, WITH ELECTRIC BRAKES, 230 GALLON TANK, DUAL HOSE REELS, ALUMINUM DIAMOND PLATE STEPS, SWIVEL JACK, PRE WIRED, 50' OF PREMIUM RUBBER FILL HOSE,	1	8,500.00	8,500.00T
HVS-3506-1H6G	MITM HOT WATER, HONDA GX 630, 3500 PSI @5.6 GPM, GENERAL PUMP, POWDER COATED FRAME, 2900 WATT GENERATOR, BELT DRIVE PUMP, DIESEL BURNER, ADJUSTABLE PRSSURE DUAL LANCE, PRESSURE RELIEF VALVE PROTECTS AGAINST OVER PRESSURE IN THE SYSTEM,	1	8,330.00	8,330.00T

SUBTOTAL	16,830.00
TAX (7.25%)	1,220.18
TOTAL	**$18,050.18**

Accepted By

Accepted Date

DURHAM UNIFIED SCHOOL DISTRICT
Board Meeting Date: 2-18-2026

SUBJECT: Approval of Developer Fee Justification Study and Rate Increase	
PREPARER: Jess Knox, CBO	
RECOMMENDATION:	☑ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☐ Information Only

Background:

In September 1986, the Governor signed into law Assembly Bill 2926, which granted school district governing boards the authority to impose developer fees. This authority is codified in Ed Code 17620, which states as part, "...the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or modernization of school facilities provided the District can show justification for "levying of fees."

Level I Developer Fees are adjusted for inflation by the State Allocation Board every two years (even years). In January 2026, the State Allocation Board's biennial inflation adjustment changed the fee to $5.38 per square foot for residential construction and $0.87 per square foot for commercial/industrial construction. The Durham Unified School District is justified in collecting $5.38 per square foot of residential construction and $0.87 per square foot of commercial/industrial construction, with the exception of mini storage which should be collected at $0.12 per square foot of construction.

A notice of a public hearing to amend developer fees was published in the Durham Forum on February 4th (10 days prior to hearing) and February 14th (6 days after first newspaper publication). Enclosed with the background materials are Resolution No. 25-25 and the Developer Fee Study.

A public hearing is scheduled to precede action to allow the Board to receive public comment on a recommendation to adjust the developer fees levied against residential, commercial, and industrial development projects pursuant to Government Code Section 65995 (b)(3).

Level I Developer Fee Study
for
Durham Unified School District

February 2, 2026

John Bohannon, Superintendent

Board of Trustees

Buzz Landon, President
Ed McLaughlin, Clerk
Jennie DuBose, Trustee
Garrett Meyer, Trustee
Andrew Sohnrey, Trustee

Prepared by:

Jack Schreder & Associates, Inc.

4094 C Street
Sacramento, CA 95819
916-441-0986

TABLE OF CONTENTS

EXECUTIVE SUMMARY 1
SCHOOL DISTRICT BACKGROUND 2
INTRODUCTION 3
SECTION I: DEVELOPER FEE JUSTIFICATION 6
Facilities Capacity 6
Modernization and Reconstruction 7
Modernization Need 7
Residential Development and Fee Projections 11
Extent of Mitigation of School Facility Costs Provided by Level I Residential Fees 12
Commercial / Industrial Development and Fee Projections 13
Extent of Mitigation of School Facility Costs Provided by Level I Commercial/Industrial Fees 15
Summary 16
SECTION II: BACKGROUND OF DEVELOPER FEE LEGISLATION 16
SECTION III: REQUIREMENTS OF AB 1600 19
SECTION IV: REVENUE SOURCES FOR FUNDING FACILITIES 22
State Sources 22
Local Sources 22
SECTION V: ESTABLISHING THE COST, BENEFIT AND BURDEN NEXUS 24
SECTION VI: FACILITY FUNDING ALTERNATIVES 25
STATEMENT TO IDENTIFY PURPOSE OF FEE 26
ESTABLISHMENT OF A SPECIAL ACCOUNT 26
RECOMMENDATION 26
SOURCES 27

APPENDIX A: PER PUPIL CONSTRUCTION COSTS ..... APP 1
APPENDIX B: PER PUPIL GRANT AMOUNTS ..... APP 2
APPENDIX C: COMMERCIAL/INDUSTRIAL CALCULATIONS ..... APP 3
APPENDIX D: FACILITY MASTER PLAN ..... APP 4

LIST OF TABLES

Page

Table 1: Construction Costs 10
Table 2: Projected Students from Proposed Development 11
Table 3: 25 year Modernization Need 11
Table 4: Summary of Projected Residential Square Footage 12
Table 5: Facilities Cost per SF from Proposed Residential Construction 12
Table 6: Commercial and Industrial Generation Factors 14
Table 7: Commercial and Industrial Facilities Cost Impact 15

EXECUTIVE SUMMARY

- Education Code Section 17620 authorizes school districts to levy a fee, charge, dedication, or other form of requirement against any development project for the construction or modernization of school facilities, provided the District can show justification for levying of fees.

- In January 2026, the State Allocation Board's biennial inflation adjustment changed the fee to $5.38 per square foot for residential construction and $0.87 per square foot for commercial/industrial construction.

- The Durham Unified School District is justified in collecting $5.38 per square foot of residential construction and $0.87 per square foot of commercial/industrial construction, with the exception of mini storage which should be collected at $0.12 per square foot of construction.

- In general, it is fiscally more prudent to extend the useful life of an existing facility than to construct new facilities when possible. The cost to modernize facilities is approximately 41.1 percent of the cost to construct new facilities.

- The residential justification is based on the Durham Unified School District's projected modernization need of $6,920,592 for students generated from residential development over the next 25 years and the projected residential square footage of 523,980.

- Based on the modernization need for students generated from projected residential development and the projected residential square footage, each square foot of residential construction will create a school facility cost of $13.21 ($6,920,592/523,980).

- Each square foot of commercial/industrial construction will create a school facility cost ranging from $0.12 to $10.92 per square foot of new commercial/industrial construction.

- For both residential and commercial/industrial development, the fees authorized by Government Code section 65995 are justified.

SCHOOL DISTRICT BACKGROUND

The Durham Unified School District, located in Butte County, serves approximately 1,048 students in transitional kindergarten through twelfth grade. The majority of students identify as White (approximately 69%), followed by Hispanic or Latino (approximately 22%) with a small portion of other ethnic groups.

According to the Local Control Accountability Plan (LCAP), the Durham Unified School District strives to provide its students with an equitable and rigorous standards-based curriculum that fully aligns with the California State Content Standards. The District works to ensure that students will be ready to achieve college/career readiness through a multi-teared system of support. Students at Durham Unified School District are provided with the opportunity to take dual enrollment courses at both Butte College and Southern Oregan University. The District also offers various Career Technical Education courses. The District understands the importance of student's mental health and has implemented academic/intervention counseling to help students in need of both academic and emotional support.

INTRODUCTION

In September 1986, the Governor signed into law Assembly Bill 2926 (Chapter 887/Statutes 1986) which granted school district governing boards the authority to impose developer fees. This authority is codified in Education Code Section 17620 which states in part "...the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or modernization of school facilities."

The Level I fee that can be levied is adjusted every two years according to the inflation rate, as listed by the state-wide index for Class B construction set by the State Allocation Board. In January of 1992, the State Allocation Board increased the Level I fee to $1.65 per square foot for residential construction and $0.27 per square foot for commercial/industrial construction.

Senate Bill 1287 (Chapter 1354/Statutes of 1992) effective January 1, 1993, affected the facility mitigation requirements a school district could impose on developers. Senate Bill 1287 allowed school districts to levy an additional $1.00 per square foot of residential construction (Government Code Section 65995.3). The authority to levy the additional $1.00 was rescinded by the failure of Proposition 170 on the November 1993 ballot.

In January 1994, the State Allocation Board's biennial inflation adjustment changed the fee to $1.72 per square foot for residential construction and $0.28 per square foot for commercial/industrial construction.

In January 1996, the State Allocation Board's biennial inflation adjustment changed the fee to $1.84 per square foot for residential construction and $0.30 per square foot for commercial/industrial construction.

In January 1998, the State Allocation Board's biennial inflation adjustment changed the fee to $1.93 per square foot for residential construction and $0.31 per square foot for commercial/industrial construction.

In January 2000, the State Allocation Board's biennial inflation adjustment changed the fee to $2.05 per square foot for residential construction and $0.33 per square foot for commercial/industrial construction.

In January 2002, the State Allocation Board's biennial inflation adjustment changed the fee to $2.14 per square foot for residential construction and $0.36 per square foot for commercial/industrial construction.

In January 2004, the State Allocation Board's biennial inflation adjustment changed the fee to $2.24 per square foot for residential construction and $0.41 per square foot for commercial/industrial construction.

In January 2006, the State Allocation Board's biennial inflation adjustment changed the fee to $2.63 per square foot for residential construction and $0.42 per square foot for commercial/industrial construction.

In January 2008, the State Allocation Board's biennial inflation adjustment changed the fee to $2.97 per square foot for residential construction and $0.47 per square foot for commercial/industrial construction.

In January 2010, the State Allocation Board's biennial inflation adjustment maintained the fee at $2.97 per square foot for residential construction and $0.47 per square foot for commercial/industrial construction.

In January 2012, the State Allocation Board's biennial inflation adjustment changed the fee to $3.20 per square foot for residential construction and $0.51 per square foot for commercial/industrial construction.

In January 2014, the State Allocation Board's biennial inflation adjustment changed the fee to $3.36 per square foot for residential construction and $0.54 per square foot for commercial/industrial construction.

In February 2016, the State Allocation Board's biennial inflation adjustment changed the fee to $3.48 per square foot for residential construction and $0.56 per square foot for commercial/industrial construction.

In January 2018, the State Allocation Board's biennial inflation adjustment changed the fee to $3.79 per square foot for residential construction and $0.61 per square foot for commercial/industrial construction.

In January 2020, the State Allocation Board's biennial inflation adjustment changed the fee to $4.08 per square foot for residential construction and $0.66 per square foot for commercial/industrial construction.

In February 2022, the State Allocation Board's biennial inflation adjustment changed the fee to $4.79 per square foot for residential construction and $0.78 per square foot for commercial/industrial construction.

In January 2024, the State Allocation Board's biennial inflation adjustment changed the fee to $5.17 per square foot for residential construction and $0.84 per square foot for commercial/industrial construction.

In January 2026, the State Allocation Board's biennial inflation adjustment changed the fee to $5.38 per square foot for residential construction and $0.87 per square foot for commercial/industrial construction.

The next adjustment to the fee will occur at the January 2028 State Allocation Board meeting.

In order to levy a fee, a district must make a finding that the fee to be paid bears a reasonable relationship and be limited to the needs of the community for elementary or high school facilities and be reasonably related to the need for schools caused by the development. Fees are different from taxes and do not require a vote of the electorate. Fees may be used only for specific purposes and there must be a reasonable relationship between the levying of fees and the impact created by development.

In accordance with the recent decision in the *Cresta Bella LP v. Poway Unified School District*, 218 Cal. App.4th 438 (2013) court case, school districts are now required to demonstrate that reconstruction projects will generate an increase in the student population thereby creating an impact on the school district's facilities. School districts

must establish a reasonable relationship between an increase in student facilities needs and the reconstruction project in order to levy developer fees.

Purpose of Study

This study will demonstrate the relationship between residential and commercial/industrial growth and the need for the modernization of school facilities in the Durham Unified School District.

SECTION I: DEVELOPER FEE JUSTIFICATION

Developer fee law requires that before fees can be levied a district must find that justification exists for the fee. Government Code Section 66001 (g) states that a fee shall not include the costs attributable to existing deficiencies in public facilities but may include the costs attributable to the increased demand for public facilities reasonably related to the development project in order to refurbish existing facilities to maintain the existing level of service or achieve an adopted level of service that is consistent with a general plan. This section of the study will show that justification does exist for levying developer fees in the Durham Unified School District.

Facilities Capacity

The District's capacity is adequate to house the District's current student population. Facility needs exist regardless of the availability of capacity to house student enrollments, inclusive of student enrollment generated from new development. New students generated from future development will create a burden on existing school facilities. Capital improvements, including upgrades or the replacement of existing facilities with new facilities for their continued long-term use, are necessary to adequately house future enrollment growth at all school levels.

The District's current total student capacity will diminish over time if the District does not modernize its facilities. Without modernization of aging buildings, some facilities will become unavailable, which will decrease the District's total student capacity. New development in the District necessitates that modernization occur in order to continue to have available school housing for newly generated students. As part of

these modernization efforts, the District plans to modernize existing schools and to replace some of its existing schools with new buildings on the same site as the existing schools become old, inadequate, and pose health and safety challenges.

Modernization and Reconstruction

Extending the useful life of a school is a cost effective and prudent way to house students generated from future development. The state of California recognizes the need to extend the life of existing schools and provides modernization funding through the State School Facility Program. For the purpose of this report, modernization and reconstruction are used interchangeably since many of the improvements are common to both programs. Developer fees may not be used for regular maintenance, routine repair of school buildings and facilities or deferred maintenance. The District plans to use developer fees on projects including, but not limited to, the improvement of the stadium at the high school campus as well as assist with other modernization projects at the elementary and high school campuses. Projects will be funded as developer fee revenue is generated. The authorization to justify modernization and reconstruction of school facilities and extend the useful life of existing schools is contained in Education Code Section 17620 and Government Code Section 66001 (g). School districts are permitted to modernize or replace existing or build new school facilities with developer fees as justified by this Study.

Modernization Need

As new students are generated by new development, the need to increase the useful life of school facilities will be necessary. In order to calculate the District's estimated modernization need generated by students from new development, it is necessary to determine the following factors: the number of units included in proposed developments, the District student yield factor, and the per pupil cost to modernize facilities.

Projected Development

To show a reasonable relationship exists between the construction of new housing units and the need for modernized school facilities, it will be shown that residential construction will create a school facility cost impact on the Durham Unified School

District by students generated from new development. The Durham Unified School District is located within the Butte County Planning Jurisdiction. According to the planning department, development may continue at about the same rate as in the previous five years. Based on developer fee records, an average of 8 residential units were constructed in the District's boundaries in the previous five years. In addition, a proposed development, Creekside Estates, which includes 46 units, may be constructed. The 25-year development projection includes 8 units per year for a total of 200 units (25 x 8), along with the addition of 46 units, for a total of 246 units. Therefore, a total of 246 projected residential units were used to calculate the Level I fee.

The School Facility Program allows districts to apply for modernization funding for classrooms over 25 (permanent) or 20 (portable) years, meaning that school facilities are presumed to be eligible for, and therefore need, modernization after that time period. It is therefore generally presumed that school facilities have a useful life span of 25 years before modernization is needed in order to maintain the same level of service as previously existed. The same would be true for modernization of buildings 25 years after their initial modernization. In some cases, these older buildings may need to be closed entirely for the health and safety of students, teachers, staff, and other occupants. Aging infrastructure and building problems can profoundly impact a school's ability to safely remain in service and to continue delivering the instructional program to students at existing levels of service. Therefore, the District's modernization needs are considered over a 25 year period, and a 25 year projection has been included in the Study when considering the homes that will generate students for the facilities in question. Future development will generate additional students for the District to house. Developer fees generated from future development may be used to modernize or construct facilities to house students from planned future development.

School facilities have a limited usable lifespan, and school districts must consider the lifespan for each facility when planning and determining student housing needs in the future. Residential units will be built at different times over the coming years, and it is difficult to predict when construction on these projects will be complete. Additionally, the homes in these developments may be immediately occupied with families with school-aged children, or they may not be occupied by school-aged children for another five, ten or fifteen years as young people who move in begin starting to have families.

Thus, the District must be prepared to house students from new developments for the next several decades.

Student Generation Rate

In determining the impact of new development, the District is required to show how many students will be generated from the new development. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation rate is applied to the number of new housing units to determine development-related impacts. The student generation rate identifies the number of students per housing unit and provides a link between new residential construction projects and projected enrollment.

To identify the number of students anticipated to be generated by new residential development, a student yield factor of .7 has been utilized for the Durham Unified School District. The yield factor is based on Statewide student yield averages calculated by the Office of Public School Construction.

Construction Cost

The construction cost per TK-12 pupil is $97,897. Construction costs were provided by The Cumming Group, a project management and cost consulting firm, based on current and past projects in the region. Appendix A includes the cost per student calculations and Table 1 shows the weighted average to construct facilities per TK-12 pupil.

Table 1:
Construction Costs

Grade Level	Construction Costs
TK-6	$86,261
7-8	$109,004
9-12	$115,614

Weighted Average
$86,261 x 8 = $690,088
$109,004 x 2 = $218,008
$115,614 x 4 = $462,456
Total $1,370,552

Average = $1,370,552/14 = $97,897

Source: Cumming Group.

Modernization Cost

The cost to modernize facilities is 41.1 percent of new construction costs. The percentage is based on the comparison of the State per pupil modernization grant (including 3% for Americans with Disabilities and Fire, Life Safety improvements) and the State per pupil new construction grant. For example, the State provides $16,411 per TK-6 pupil to construct new facilities and $6,249 to modernize facilities, which is 38.1 percent ($6,249 / $16,411) of the new construction grant amount. In addition, the State provides a minimum of three percent for ADA/FLS improvements which are required by the Department of State Architect's (DSA) office. Based on the per pupil grant amounts and the ADA/FLS costs, the estimated cost to modernize facilities is 41.1 percent of the cost to construct facilities. The School Facility Program per pupil grant amounts are included in Appendix B.

The construction cost per TK-12 pupil is $97,897 and is outlined in Table 1. Therefore, the per pupil cost to modernize facilities per TK-12 pupil is $40,236 ($97,897 x .411).

25 year Modernization Need

Based on the student generation rate and the projected number of residential units, 172 TK-12 students are projected from proposed new development. The calculation is included in Table 2.

Table 2:
Projected Students from Proposed Development

Projected Units	Student Generation Rate	Projected Students
246	.7	172

Source: Durham Unified School District, Butte County Planning Department, Jack Schreder & Associates, Office of Public School Construction.

The District's estimated modernization need generated by students from new residential development is $6,920,592. The calculation is included in Table 3.

Table 3:
25 year Modernization Need

Per Pupil Modernization Cost	$40,236
Students Generated	x 172
Modernization Need	**$6,920,592**

Source: Durham Unified School District, Office of Public School Construction, Jack Schreder & Associates, Butte County Planning Department, Cumming Group.

Residential Development and Fee Projections

To show a reasonable relationship exists between the construction of new housing units and the need for modernized school facilities, it will be shown that residential construction will create a school facility cost impact on the Durham Unified School District by students generated from new development. The Durham Unified School District is located within the Butte County planning jurisdiction. Based on information provided by the Butte County Planning Department, development may continue at the same rate as in the previous 5 years. Based on developer fee records, an average of eight

residential units were constructed in the District's boundaries in the previous five years. In addition, a proposed development, Creekside Estates, which includes 46 units, may be constructed. The 25 year development projection includes 8 units per year for a total of 200 (8 x 25) units, along with the addition of 46 units, for a total of 246 units. According to developer fee records, units average an estimated 2,130 square feet. Based on this information, an estimated 246 units residential units totaling 523,980 (246 x 2,130) square feet are projected to be constructed in the next 25 years. Table 4 includes a square footage summary.

Table 4:
Summary of Projected Residential Square Footage

Projected Units	Average Square Footage	Total Square Footage
246	2,130	523,980

Source: Durham Unified School District, Butte County Planning Department, Office of Public School Construction, Jack Schreder & Associates.

Based on the District's modernization need of $6,920,592 generated by students from residential construction and the total projected residential square footage of 523,980, residential construction will create a facilities cost of $13.21 per square foot. However, the Level I statutory fee is $5.38 per square foot. Therefore, the District is justified to collect $5.38 per square foot of residential construction.

Table 5:
Facilities Cost per SF from Proposed Residential Construction

Modernization Need		Total Square Footage		Facilities Cost
$6,920,592	/	523,980	=	$13.21

Source: Durham Unified School District, Office of Public School Construction, Jack Schreder & Associates, Butte County Planning Department, Cumming Group.

Extent of Mitigation of School Facility Costs Provided by Level I Residential Fees

Based on development projections, an estimated 523,980 residential square feet may be constructed in the next 25 years. Based on the statutory Level I fee of $5.38 per square foot, the District is projected to collect $2,819,012 ($5.38 x 523,980) in residential

developer fees. The $2,819,012 in total residential Level I fee revenue will cover only 41 percent of the $6,920,592 in total school facility modernization costs attributable to new residential development over the next 25 years.

Commercial / Industrial Development and Fee Projections

In order to levy developer fees on commercial/industrial development, a district must conduct a study to determine the impact of the increased number of employees anticipated to result from commercial/industrial development upon the cost of providing school facilities within the district. For the purposes of making this determination, the developer fee justification study shall utilize employee generation estimates that are calculated on either an individual project or categorical basis. Those employee generation estimates shall be based upon commercial/industrial factors within the district or upon, in whole or part, the applicable employee generation estimates as set forth in the January 1990 edition of "San Diego Traffic Generators," a report of the San Diego Association of Governments. (Education Code Section 17621). The initial study that was completed in January of 1990 (updated annually) identifies the number of employees generated for every 1,000 square feet of floor area for several development categories. These generation factors are shown in Table 6.

Table 6 indicates the number of employees generated for every 1,000 square feet of new commercial/industrial development and the number of District households generated for every employee in 12 categories of commercial/industrial development. The number of District households is calculated by adjusting the number of employees for the percentage of employees that live in the District and are heads of households. School facility costs for development projects not included on the list may be estimated by using the closest employee per 1,000 square feet ratio available for the proposed development.

In addition, an adjustment in the formula is necessary so that students moving into new residential units that have paid residential fees are not counted in the commercial/industrial fee calculation. According to the 2020 United Census data, 35.7 percent of all employees in the District live in existing housing units. The 35.7 percent adjustment eliminates double counting the impact. This adjustment is shown in the worksheets in Appendix C and in Table 6.

The data in Table 7 is based on the per student costs shown in Table 1. These figures are multiplied by the student yield factor to determine the number of students generated per square foot of commercial/industrial development. To determine the school facilities square foot impact of commercial/industrial development shown in Table 7, the students per square foot are multiplied by the cost of providing school facilities. When these figures are compared to the cost to house students, it can be shown that each square foot of commercial/industrial development creates a cost impact greater than the maximum fee, with the exception of mini storage.

Table 6:

Commercial and Industrial Generation Factors

Type of Development	*Employees per 1,000 sf	Dist HH Per Emp.	**% Emp in Exist HH	Adj.%Emp Dist HH/Emp
Medical Offices	4.27	.2	.357	.071
Corporate Offices	2.68	.2	.357	.071
Commercial Offices	4.78	.2	.357	.071
Lodging	1.55	.3	.357	.107
Scientific R&D	3.04	.2	.357	.071
Industrial Parks	1.68	.2	.357	.071
Industrial/Business Parks	2.21	.2	.357	.071
Neighborhood Shopping Centers	3.62	.3	.357	.107
Community Shopping Centers	1.09	.3	.357	.107
Banks	2.82	.3	.357	.107
Mini-Storage	0.06	.2	.357	.071
Agriculture	0.31	.5	.357	.179

* *Source: San Diego Association of Governments.*
** *Source: 2020 United States Census.*

Table 7:

Commercial and Industrial Facilities Cost Impact

Type of Development	Cost Impact Per Sq. Ft.
Medical Offices	$8.59
Corporate Offices	$5.39
Commercial Offices	$9.61
Lodging	$4.68
Scientific R&D	$6.11
Industrial/Business Parks	$3.38
Industrial/Com Park	$4.44
Commercial Shopping Centers	$10.92
Community Shopping Centers	$3.29
Banks	$8.51
Mini-Storage	$0.12
Agriculture	$1.56

**Sources: San Diego Association of Governments and Jack Schreder and Associates, Original Research.*

Table 7 shows that all types of commercial/industrial development will create a square foot cost justifying a commercial/industrial fee. Thus, a reasonable relationship between commercial/industrial development and the impact on the District is shown. Based on this relationship, the levying of commercial/industrial developer fees is justified in the District.

Extent of Mitigation of School Facility Costs Provided by Level I Commercial/Industrial Fees

Each square foot of commercial/industrial development creates a school facility cost ranging from $0.12 to $10.92 per square foot. The cost per square foot of commercial/industrial construction exceeds the Level I commercial fee of $0.87 in all categories of construction, with the exception of mini storage. Mini storage creates a school facility cost of $0.12 per square foot of construction. Therefore, the District is justified to collect $0.87 per square foot of commercial/industrial construction, with the exception of mini storage which should be collected at $0.12 per square foot of construction.

Summary

The cost impact on the District imposed by new students to be generated from new or expanded residential and commercial/industrial development is greater than the maximum allowable fees, with the exception of mini storage. Each square foot of residential development creates a school facility cost of $13.21 per square foot. Each square foot of commercial/industrial development creates a school facility cost ranging from $0.12 to $10.92 per square foot. The cost to modernize/reconstruct school facilities exceeds the amount of residential and commercial/industrial fees to be generated directly and indirectly by residential construction. Therefore, the Durham Unified School District is justified to collect $5.38 per square foot of residential construction and $0.87 per square foot of commercial/industrial construction, with the exception of mini storage. The mini storage category of construction should be collected at the rate of $0.12 per square foot.

SECTION II: BACKGROUND OF DEVELOPER FEE LEGISLATION

Initially, the allowable developer fee was limited by Government Code Section 65995 to $1.50 per square foot of covered or enclosed space for residential development and $0.25 per square foot of covered or enclosed space of commercial or industrial development. The Level I fee that can be levied is adjusted every two years, according to the inflation rate as listed by the state-wide index for Class B construction set by the State Allocation Board. In January 2026, the State Allocation Board changed the Level I fee to $5.38 per square foot of residential construction and $0.87 per square foot of commercial/industrial construction.

The fees collected are to be used by the school district for the construction or modernization of school facilities and may be used by the district to pay bonds, notes, loans, leases, or other installment agreements for temporary as well as permanent facilities.

Assembly Bill 3228 (Chapter 1602/Statutes of 1990) added Government Code Section 66016 requiring districts adopting or increasing any fee to first hold a public hearing as part of a regularly scheduled meeting and publish notice of this meeting twice, with the first notice published at least ten days prior to the meeting.

Assembly Bill 3980 (Chapter 418/Statutes of 1988) added Government Code Section 66006 to require segregation of school facilities fees into a separate capital facilities account or fund and specifies that those fees and the interest earned on those fees can only be expended for the purposes for which they were collected.

Senate Bill 519 (Chapter 1346/Statutes of 1987) added Section 17625 to the Education Code. It provides that a school district can charge a fee on manufactured or mobile homes only in compliance with all of the following:

1. The fee, charge, dedication, or other form of requirement is applied to the initial location, installation, or occupancy of the manufactured home or mobile home within the school district.

2. The manufactured home or mobile home is to be located, installed, or occupied on a space or site on which no other manufactured home or mobile home was previously located, installed, or occupied.

3. The manufactured home or mobile home is to be located, installed, or occupied on a space in a mobile home park, on which the construction of the pad or foundation system commenced after September 1, 1986.

Senate Bill 1151 (Chapter 1037/Statutes of 1987) concerns agricultural buildings and adds Section 17622 to the Education Code. It provides that no school fee may be imposed and collected on a greenhouse or other space covered or enclosed for agricultural purposes unless the school district has made findings supported by substantial evidence as follows:

1. The amount of the fees bears a reasonable relationship and is limited to the needs for school facilities created by the greenhouse or other space covered or enclosed for agricultural purposes.

2. The amount of the fee does not exceed the estimated reasonable costs of the school facilities necessitated by the structures as to which the fees are to be collected.

3. In determining the amount of the fees, the school district shall consider the relationship between the proposed increase in the number of employees, if any, the size and specific use of the structure, as well as the cost of construction.

In order to levy developer fees, a study is required to assess the impact of new growth and the ability of the local school district to accommodate that growth. The need for new school construction and modernization must be determined along with the costs involved. The sources of revenue need to be evaluated to determine if the district can fund the new construction and modernization. Finally, a relationship between needs and funding raised by the fee must be quantified.

Assembly Bill 181 (Chapter 1109/Statutes of 1989) which became effective October 2, 1989, was enacted to clarify several areas of developer fee law. Assembly Bill 181 provisions include the following:

1. Exempts residential remodels of less than 500 square feet from fees.

2. Prohibits the use of developer fee revenue for routine maintenance and repair, most asbestos work, and deferred maintenance.

3. Allows the fees to be used to pay for the cost of performing developer fee justification studies.

4. States that fees are to be collected at the time of occupancy, unless the district can justify earlier collection. The fees can be collected at the time the building permit is issued if the district has established a developer fee account, and funds have been appropriated for which the district has adopted a proposed construction schedule or plan prior to the issuance of the certificate of occupancy.

5. Clarifies that the establishment or increase of fees is not subject to the California Environmental Quality Act.

6. Clarifies that the impact of commercial/industrial development may be analyzed by categories of development as well as an individual project-by-project basis. An appeal process for individual projects would be required if analysis was done by categories.

7. Changes the frequency of the annual inflation adjustment on the Level I fee to every two years.

8. Exempts from fees - development used exclusively for religious purposes, private schools, and government-owned development.

9. Expands the definition of senior housing, which is limited to the commercial/industrial fee and requires the conversion from senior housing to be approved by the city/county after notification of the school district.

10. Extends the commercial/industrial fee to mobile home parks limited to older persons.

SECTION III: REQUIREMENTS OF AB 1600

Assembly Bill 1600 (Chapter 927/Statutes of 1987) adds Section 66000 through 66003 to the Government Code:

Section 66000 defines various terms used in AB 1600:

"Fee" is defined as monetary exaction (except a tax or a special assessment) which is charged by a local agency to the applicant in connection with the approval of a development project for the purpose of defraying all or a portion of the costs of public facilities related to the development project.

"Development project" is defined broadly to mean any project undertaken for purposes of development. This would include residential, commercial, or industrial projects.

"Public facilities" is defined to include public improvements, public services, and community amenities.

Section 66001 (a) sets forth the requirements for establishing, increasing or imposing fees. Local agencies are required to do the following:

1. Identify the purpose of the fee.

2. Identify the use to which the fee is to be put.

3. Determine how there is a reasonable relationship between the fee's use and the type of development project on which the fee is imposed.

4. Determine how there is a reasonable relationship between the need for the public facility and the type of development project on which the fee is imposed.

Section 66001 (c) requires that any fee subject to AB 1600 be deposited in an account established pursuant to Government Code Section 66006. Section 66006 requires that development fees be deposited in a capital facilities account or fund. To avoid any commingling of the fees with other revenues and funds of the local agency, the fees can only be expended for the purpose for which they were collected. Any income earned on the fees should be deposited in the account and expended only for the purposes for which the fee was collected.

Section 66001 (d) as amended by Senate Bill 1693 (Monteith/Statutes of 1996, Chapter 569), requires that for the fifth year following the first deposit into a developer fee fund, and for every five years thereafter, a school district must make certain findings as to such funds. These findings are required regardless of whether the funds are committed or uncommitted. Formerly only remaining unexpended or uncommitted fees were subject to the mandatory findings and potential refund process. Under this section as amended, relating to unexpended fee revenue, two specific findings must be made as a part of the public information required to be formulated and made available to the public. These findings are:

1. Identification of all sources and amounts of funding anticipated to provide adequate revenue to complete any incomplete improvements identified pursuant to the requirements of Section 66001 (a)(2).

2. A designation of the approximate date upon which the anticipated funding will be received by the school district to complete the identified but as yet incomplete improvements.

If the two findings are not made, a school district must refund the developer fee revenue on account in the manner provided in Section 66001 (e).

Section 66001 (e) provides that the local agency shall refund to the current record owners of the development project or projects on a prorated basis the unexpended or uncommitted portion of the fees and any accrued interest for which the local agency is unable to make the findings required by Section 66001 (d) that it still needs the fees.

Section 66002 provides that any local agency which levies a development fee subject to Section 66001 may adopt a capital improvement plan which shall be updated annually, and which shall indicate the approximate location, size, time of availability and estimates of cost for all facilities or improvements to be financed by the fees.

Assembly Bill 1600 and the Justification for Levying Developer Fees

Effective January 1, 1989, Assembly Bill 1600 requires that any school district which establishes, increases, or imposes a fee as a condition of approval of development shall make specific findings as follows:

1. A cost nexus must be established. A cost nexus means that the amount of the fee cannot exceed the cost of providing adequate school facilities for students generated by development. Essentially, it prohibits a school district from charging a fee greater than their cost to construct or modernize facilities for use by students generated by development.

2. A benefit nexus must be established. A benefit nexus is established if the fee is used to construct or modernize school facilities benefiting students to be generated from development projects.

3. A burden nexus must be established. A burden nexus is established if a project, by the generation of students, creates a need for additional facilities or a need to modernize existing facilities.

SECTION IV: REVENUE SOURCES FOR FUNDING FACILITIES

Two general sources exist for funding facility construction and modernization - state sources and local sources. The District has considered the following available sources:

State Sources

State School Facility Program

Senate Bill 50 reformed the State School Building Lease-Purchase Program in August of 1998. The new program, entitled the School Facility Program, provides funding under a "grant" program once a school district establishes eligibility. Funding required from districts will be a 50/50 match for construction projects and 60/40 (District/State) match for modernization projects. Districts may levy the current statutory developer fee as long as a district can justify collecting that fee. If a district desires to collect more than the statutory fee (Level 2 or Level 3), that district must meet certain requirements outlined in the law, as well as conduct a needs assessment to enable a higher fee to be calculated.

The District plans to continue to consider and pursue all State facility funding sources.

Local Sources

Mello-Roos Community Facilities Act

The Mello-Roos Community Facilities Act of 1982 allows school districts to establish a community facilities district in order to impose a special tax to raise funds to finance the construction of school facilities.

1. The voter approved tax levy requires a two-thirds vote by the voters of the proposed Mello-Roos district.

2. If a Mello-Roos district is established in an area in which fewer than twelve registered voters reside, the property owners may elect to establish a Mello-Roos district.

The District has not established a community facilities district and does not collect funds under the Mello-Roos Community Facilities Act.

General Obligation Bonds

General Obligation (GO) bonds may be issued by any school district for the purposes of purchasing real property or constructing or purchasing buildings or equipment "of a permanent nature." Because GO bonds are secured by an ad valorem tax levied on all taxable property in the district, their issuance is subject to two-thirds voter approval or 55% majority vote under Proposition 39 in an election. School districts are obligated, in the event of delinquent payments on the part of the property owners, to raise the amount of tax levied against the non-delinquent properties to a level sufficient to pay the principal and interest coming due on the bonds.

The District passed Measure X, a $19 million bond for the modernization of school facilities for which the bond was used on Phase 1 projects at Durham Elementary and Durham High School. The District also passed Measure B, a $24.5 million bond, in November 2024 for the modernization and renovation of school facilities. The projects listed in the District's 2024 Facility Master Plan included estimate costs of $43.4 million which exceed bond funds of $24.5 million. Developer Fees will, in part, be used to complete projects included in the Plan. The Facility Master Plan is included as Appendix D.

Developer Fees

The District's developer fees are dedicated to the current needs related directly to modernization and replacement of school facilities.

School District General Funds

The District's general funds are needed by the District to provide for the operation of its instructional program.

Expenditure of Lottery Funds

Government Code Section 8880.5 states: "It is the intent of this chapter that all funds allocated from the California State Lottery Education Fund shall be used exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing research, or any other non-instructional purpose."

SECTION V: ESTABLISHING THE COST, BENEFIT AND BURDEN NEXUS

In accordance with Government Code Section 66001, the District has established a cost nexus and identified the purpose of the fee, established a benefit nexus, and a burden nexus:

Establishment of a Cost Nexus & Identify Purpose of the Fee

The Durham Unified School District chooses to replace and/or modernize facilities for the additional students created by development in the district and the cost to replace and/or modernize facilities exceeds the amount of developer fees to be collected.

Based on development projections, an estimated 523,980 residential square feet may be constructed in the next 25 years. Based on the statutory Level I fee of $5.38 per square foot, the District is projected to collect $2,819,012 ($5.38 x 523,980) in residential developer fees. The $2,819,012 in total residential Level I fee revenue will cover only 41 percent of the $6,920,592 in total school facility modernization costs attributable to new residential development over the next 25 years. Each square foot of commercial/industrial development creates a school facility cost ranging from $0.12 to $10.92 per square foot. The cost per square foot of commercial/industrial construction exceeds $0.87 per square foot in all categories of construction, with the exception of mini storage. Mini storage creates a cost of $0.12 per square foot of construction. It is clear that when educational facilities are provided for students generated by new residential and

commercial/industrial development that the cost of replacing and/or modernizing facilities exceeds developer fee generation, thereby establishing a cost nexus.

Establishment of a Benefit Nexus

Students generated by new residential and commercial/industrial development will be attending District schools. Housing District students in replaced and/or modernized facilities will directly benefit those students from the new development projects upon which the fee is imposed, therefore, a benefit nexus is established.

Establishment of a Burden Nexus

Future residential and commercial/industrial development will cause new families to move into the District and, consequently, will generate additional students in the District. While facilities are currently designed to meet the projected student enrollment, the existing facilities will need to remain in sufficient condition to maintain existing levels of service for the newly generated students. Future residential and commercial/industrial development, therefore, creates a need for the reconstruction and/or modernization of existing school facilities. The fee's use for school facility reconstruction and/or modernization efforts is, therefore, reasonably related to the future residential and commercial/industrial development upon which it is imposed.

The need for reconstructing and/or modernizing facilities will be, in part, satisfied by the levying of developer fees on new residential and commercial/industrial developments, therefore, a burden nexus is established.

SECTION VI: FACILITY FUNDING ALTERNATIVES

The District does not currently have funds to provide for the shortfall in modernization costs. We suggest the District continue to consider and pursue all State funding sources for the modernization of facilities.

STATEMENT TO IDENTIFY PURPOSE OF FEE

It is a requirement of AB 1600 that the District identify the purpose of the fee. The purpose of fees being levied shall be used for the replacement and/or modernization of school facilities. The District will provide for the replacement and/or modernization of school facilities, in part, with developer fees. The District plans to use developer fees on projects including, but not limited to, the improvement of the stadium at the high school campus as well as assist with other modernization projects at the elementary and high school campuses.

ESTABLISHMENT OF A SPECIAL ACCOUNT

Pursuant to Government Code section 66006, the District has established a special account in which fees for capital facilities are deposited. The fees collected in this account will be expended only for the purpose for which they were collected. Any interest income earned on the fees that are deposited in such an account must remain with the principal. The school district must make specific information available to the public within 180 days of the end of each fiscal year pertaining to each developer fee fund. The information required to be made available to the public by Section 66006 (b) (1) was amended by SB 1693 and includes specific information on fees expended and refunds made during the year.

RECOMMENDATION

Based on the fee justification provided in this report, it is recommended that the Durham Unified School District levy residential development fees and commercial/industrial fees up to the statutory fee for which justification has been determined.

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APPENDIX A

CONSTRUCTION COSTS

Elementary School Facility Construction Costs - Permanent Construction		
I. Allowable Building Area		
	A. Total Student Capacity	
	B. Building Area	
	600 students @ 71sf/student	42,600
	Total	42,600
II. Site Requirements		
	A. Purchase Price of Property (10 Acres)	
	Cost per Acre	$0
	B. Appraisals	$0
	C. Costs Incurred in Escrow	$0
	D. Surveys	$0
	E. Other Costs, Geo. and Soils Reports	$0
	Total-Acquisition of Site	$0
III. Plans		
	A. Architect's Fee for Plans	$3,792,998
	B. DSA Plans Check Fee	$295,011
	C. School Planning, Plans Check Fee	$12,000
	D. Preliminary Tests	$10,000
	E. Other Costs, Energy Cons. & Advertising	$126,433
		$4,236,442
IV. Construction Requirements		
	A. Utility Services	$882,421
	B. Off-site Development	$1,305,983
	C. Site Development, Service	$2,082,513
	D. Site Development, General	$1,376,577
	E. New Construction	$35,296,834
	F. Unconventional Energy Source	$1,200,092
	Total Construction	$42,144,420
	Total Items II, III and IV	$46,380,862
	Contingency 10%	$4,638,086
	Construction Tests	$316,083
	Inspection	$421,444
	TOTAL ESTIMATED PROJECT COSTS	**$51,756,476**
	ESTIMATED COST PER STUDENT	**$86,261**
**Source: Cumming Group, Project Management and Cost Consulting.*		

Middle School Facility Construction Costs - Permanent Construction		
I. Allowable Building Area		
	A. Total Student Capacity	
	B. Building Area	
	1000 students @ 85sf/student	85,000
	Total	85,000
II. Site Requirements		
	A. Purchase Price of Property (20 Acres)	
	Cost per Acre	$0
	B. Appraisals	$0
	C. Costs Incurred in Escrow	$0
	D. Surveys	$0
	E. Other Costs, Geo. and Soils Reports	$0
	Total-Acquisition of Site	$0
III. Plans		
	A. Architect's Fee for Plans	$7,999,874
	B. OSA Plans Check Fee	$622,212
	C. School Planning, Plans Check Fee	$10,611
	D. Preliminary Tests	$11,789
	E. Other Costs, Energy Cons. & Advertising	$148,269
		$8,792,756
IV. Construction Requirements		
	A. Utility Services	$1,630,963
	B. Off-site Development	$1,853,367
	C. Site Development, Service	$5,041,159
	D. Site Development, General	$3,632,600
	E. New Construction	$74,134,691
	F. Unconventional Energy Source	$2,594,714
	Total Construction	$88,887,494
	Total Items II, III and IV	$97,680,250
	Contingency	$9,768,025
	Construction Tests	$666,656
	Inspection	$888,875
	TOTAL ESTIMATED PROJECT COSTS	**$109,003,806**
	ESTIMATED COST PER STUDENT	**$109,004**
**Source: Cumming Group, Project Management and Cost Consulting.*		

High School Facility Construction Costs - Permanent Construction		
I. Allowable Building Area		
	A. Total Student Capacity	
	B. Building Area	
	1500 students @ 92sf/student	138,000
	Total	138,000
II. Site Requirements		
	A. Purchase Price of Property (40 Acres)	
	Cost per Acre	$0
	B. Appraisals	$0
	C. Costs Incurred in Escrow	$0
	D. Surveys	$0
	E. Other Costs, Geo. and Soils Reports	$0
	Total-Acquisition of Site	$0
III. Plans		
	A. Architect's Fee for Plans	$12,733,517
	B. OSA Plans Check Fee	$990,385
	C. School Planning, Plans Check Fee	$11,349
	D. Preliminary Tests	$18,376
	E. Other Costs, Energy Cons. & Advertising	$167,808
		$13,921,435
IV. Construction Requirements		
	A. Utility Services	$1,386,319
	B. Off-site Development	$1,415,973
	C. Site Development, Service	$4,596,351
	D. Site Development, General	$3,410,196
	E. New Construction	$126,377,843
	F. Unconventional Energy Source	$4,296,847
	Total Construction	$141,483,528
	Total Items II, III and IV	$155,404,963
	Contingency 10%	$15,540,496
	Construction Tests	$1,061,126
	Inspection	$1,414,835
	TOTAL ESTIMATED PROJECT COSTS	**$173,421,421**
	ESTIMATED COST PER STUDENT	**$115,614**
**Source: Cumming Group, Project Management and Cost Consulting.*		

APPENDIX B

PER PUPIL GRANT AMOUNTS

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 28, 2026

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-25	Adjusted Grant Per Pupil Effective 1-1-26
Elementary	1859.71	$15,847	$16,411
Middle	1859.71	$16,761	$17,358
High	1859.71	$21,327	$22,086
Special Day Class – Severe	1859.71.1	$44,531	$46,116
Special Day Class – Non-Severe	1859.71.1	$29,782	$30,842
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	$19	$20
Automatic Fire Detection/Alarm System – Middle	1859.71.2	$25	$26
Automatic Fire Detection/Alarm System – High	1859.71.2	$42	$43
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	$79	$82
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	$56	$58
Automatic Sprinkler System – Elementary	1859.71.2	$265	$274
Automatic Sprinkler System – Middle	1859.71.2	$317	$328
Automatic Sprinkler System – High	1859.71.2	$329	$341
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	$839	$869
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	$562	$582

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 28, 2026

Grant Amount Adjustments

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-25	Adjusted Grant Per Pupil Effective 1-1-26
Elementary	1859.78	$6,034	$6,249
Middle	1859.78	$6,381	$6,608
High	1859.78	$8,356	$8,653
Special Day Class - Severe	1859.78.3	$19,232	$19,917
Special Day Class – Non-Severe	1859.78.3	$12,867	$13,325
State Special School – Severe	1859.78.3	$32,056	$33,197
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	$196	$203
Automatic Fire Detection/Alarm System – Middle	1859.78.4	$196	$203
Automatic Fire Detection/Alarm System – High	1859.78.4	$196	$203
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	$540	$559
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.78.4	$362	$375
Over 50 Years Old – Elementary	1859.78.6	$8,383	$8,681
Over 50 Years Old – Middle	1859.78.6	$8,866	$9,182
Over 50 Years Old – High	1859.78.6	$11,606	$12,019
Over 50 Years Old – Special Day Class – Severe	1859.78.6	$26,720	$27,671
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	$17,866	$18,502
Over 50 Years Old – State Special Day School – Severe	1859.78.3	$44,530	$46,115

APPENDIX C

COMMERCIAL/INDUSTRIAL CALCULATIONS

Durham Unified School District						
Commercial/Industrial Calculations						
	EMP/	DIST.HH/	HH/SF	% EMP IN	ADJUSTED	ADJ %
	1000 SQ.FT	EMP		EXIST HH	HH/SF	DIST HH/EMP
MEDICAL	4.27	0.2	0.000854	0.357	0.000304878	0.071
CORP. OFFICE	2.68	0.2	0.000536	0.357	0.000191352	0.071
COM. OFFICE	4.78	0.2	0.000956	0.357	0.000341292	0.071
LODGING	1.55	0.3	0.000465	0.357	0.0001660	0.107
R&D	3.04	0.2	0.000608	0.357	0.000217056	0.071
IN. PARK	1.68	0.2	0.000336	0.357	0.000119952	0.071
IN/COM PARK	2.21	0.2	0.000442	0.357	0.000157794	0.071
NBHD COMM SC	3.62	0.3	0.001086	0.357	0.000387702	0.107
COMMUNITY SC	1.09	0.3	0.000327	0.357	0.000116739	0.107
BANKS	2.82	0.3	0.000846	0.357	0.000302022	0.107
MINI-STORAGE	0.06	0.2	0.000012	0.357	0.000004284	0.071
AGRICULTURE	0.31	0.5	0.000155	0.357	0.0000553	0.179
STUDENT GENERATION RATE			MODERNIZATION COST PER STUDENT			
TK-12	0.7000		TK-12	$40,236		
STUDENTS PER SQUARE FOOT						
(YIELD FACTORS X ADJ HH/SQ. FT IN COLUMN F)						
	TK-12					
MEDICAL	0.000213					
CORP. OFFICE	0.000134					
COM. OFFICE	0.000239					
LODGING	0.000116					
R&D	0.000152					
IN. PARK	0.000084					
IN/COM PARK	0.000110					
COM. SC.	0.000271					
COMMUNITY SC	0.000082					
BANKS	0.000211					
MINI STORAGE	0.000003					
AGRICULTURE	0.000039					
COSTS PER SQUARE FOOT						
(STUDENTS/ SQ. FOOT X STUDENT COST/SQ. FOOT IN EACH CATEGORY)						
	TK-12					
MEDICAL	$8.59					
CORP. OFFICE	$5.39					
COM. OFFICE	$9.61					
LODGING	$4.68					
R&D	$6.11					
IN. PARK	$3.38					
IN/COM PARK	$4.44					
COM. SC.	$10.92					
COMMUNITY SC	$3.29					
BANKS	$8.51					
MINI STORAGE	$0.12					
AGRICULTURE	$1.56					

APPENDIX D

FACILITY MASTER PLAN: COST ESTIMATE SUMMARY

COST ESTIMATE SUMMARY

The Facilities Master Plan Needs Assessment has identified a total of **$43,407,783** in potential future projects and is a result of a collaboration of key stakeholders along with the comprehensive needs assessment conducted at each school site. The identified costs are integral to understanding the financial scope of the plan across the different educational institutions. Detailed breakdowns for each school in Section 4 provides transparency and assists in prioritizing projects based on individual needs and requirements.

To facilitate effective decision-making, it would be beneficial for stakeholders to delve into specific details such as the costs at each school, the nature of modernization projects planned for existing facilities, and the rationale behind potential new construction projects. Additionally, a comprehensive understanding of funding sources and timelines for each school's projects contributes to a holistic view of the Facilities Master Plan's financial and operational implications. This transparent and detailed summary serves as a crucial reference for stakeholders involved in the implementation and oversight of the plan, fostering accountability and strategic planning within the educational infrastructure landscape.

FACILITIES MASTER PLAN NEEDS ASSESSMENT	MODERNIZATION	NEW CONSTRUCTION	COST ESTIMATE (2024$$)
Durham Elementary School	$4,984,294	$13,250,250	$18,234,544
Total Elementary Schools	$4,984,294	$13,250,250	$18,234,544
Durham Unified Es School	$1,934,000	$0	$1,934,000
Total Middle Schools	$1,934,000	$0	$1,934,000
Durham High School	$8,046,399	$15,192,840	$23,239,239
Total High Schools	$8,046,399	$15,192,840	$23,239,239
MASTER PLAN TOTALS	$14,964,693	$28,443,090	$43,407,783

MASTER PLAN SCOPE OF WORK

Durham Elementary	Task & Description	Cost Estimate
Fire & Security	• Replace the existing fire & security intrusion alarm system	$195,000
New TK/K Classrooms	• Replace aging portable classrooms with six (6) new TK/K classrooms	$7,107,750
Modernization	• Includes upgrades to deteriorating restrooms, replacement of original windows, new doors & hardware, health, safety & security measures, updated flooring, wall coverings, and paint in classrooms, administration and multi purpose	$4,789,294
Portable Replacement	• Replace aging portables with seven (7) new permanent classrooms Include space for future growth, special education, visual & performing arts (music), restrooms, and student support services	$6,142,500

Durham Intermediate	Task & Description	Cost Estimate
DIG Gym Modernization	• Remodel student restrooms, resurface boys & girls lockers, window replacement, add HVAC, paint interior and exterior	$1,934,000

Durham High	Task & Description	Cost Estimate
Gym Modernization	• Replace bleachers, remodel locker rooms, remodel restrooms, resurface floor	$2,530,164
Modernization	• Includes upgrades to deteriorating restrooms, replacement of original windows, new doors & hardware, health, safety & security measures, updated flooring, wall coverings, and paint in classrooms, administration, reconfigure science labs.	$5,516,235
New Ag Barn	• New Ag barn (approx. 6,000 sf)	$3,998,540
New CTE Shop	• New CTE Shop (approx. 4,000 sf)	$2,600,000
Portable Replacement	• Replace aging portables with four (4) new permanent classrooms, include restrooms	$3,580,200
Stadium Improvements	• New home-side bleachers (1000 seats), and press box	$1,625,000
Athletic Facilities	• New weight room and wresting room (1,600 sf)	$1,267,500
Parking Lot	• Future parking near solar farm	$2,121,600
	Totals	$43,407,783

RESOLUTION NO. 25-25 (February 18, 2026, Regular Meeting)
A RESOLUTION OF THE GOVERNING BOARD OF THE DURHAM UNIFIED SCHOOL DISTRICT INCREASING SCHOOL FACILITIES FEES AS AUTHORIZED BY GOVERNMENT CODE SECTION 65995 (b) 3

WHEREAS, Statute AB 2926 (Chapter 887/Statutes of 1986) authorizes the governing board of any school district to levy a fee, charge, dedication or other form of requirement against any development project for the reconstruction of school facilities; and,

WHEREAS, Government Code Section 65995 establishes a maximum amount of fee that may be charged against such development projects and authorizes the maximum amount set forth in said section to be adjusted for inflation every two years as set forth in the state-wide cost index for Class B construction as determined by the State Allocation Board at its January meeting; and,

WHEREAS, at its January 28, 2026, meeting, the State Allocation Board approved the maximum fee authorized by Education Code Section 17620 to $5.38 per square foot of residential construction described in Government Code Section 65995(b)(1) and $0.87 per square foot against commercial/industrial construction described in Government Code Section 65995(b)(2); and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on residential projects in the amount of $5.38 per square foot as authorized by Education Code Section 17620; and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on commercial/industrial development projects in the amount of $0.87 per square foot as described in Government Code Section 65995(b)(2). The mini-storage category of commercial/industrial justification has less impact than the statutory $0.87 per square foot commercial/industrial justification and should be collected at the justified rate of $0.12 per square foot.

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

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled February 18, 2026, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, has been published twice in a newspaper in accordance with Government Code Section 66016, and a notice, including a statement that the data required by Government Code Section 66016 was available, was mailed at least 14 days prior to the meeting to any interested party who had filed a written request with the District for mailed notice of the meeting on new fees or service charges within the period specified by law. Additionally, at least 10 days prior to the meeting, the District made available to the public, data indicating the amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Developer Fee Implementation Study dated February 2, 2026 (hereinafter referred to as the "Plan") and which formed the basis for the action taken pursuant to this Resolution.

2. Findings. The Board has reviewed the Plan as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, hereby makes the following findings:

   A. Additional development projects within the District, whether new residential construction or residential reconstruction involving increases in assessable area greater than 500 square feet, or new commercial or industrial construction will increase the need for reconstruction of school facilities.

B. Without reconstruction of present school facilities, any further residential development projects or commercial or industrial development projects within the District will result in a significant decrease in the quality of education presently offered by the District;

C. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the District;

D. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the reconstruction of school facilities as identified in the Plan;

E. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;

F. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for reconstructed school facilities created by the types of development projects on which the fees are imposed;

G. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues;

H. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for reconstructed school facilities caused by the development;

I. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a reconstruction schedule and/or to reimburse the District for expenditures previously made.

3. Fee. Based upon the foregoing findings, the Board hereby increases the previously levied fee to the amount of $5.38 per square foot for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of $0.87 per square foot for new commercial or industrial construction. The mini-storage category of commercial/industrial justification has less impact than the statutory $0.87 per square foot commercial/industrial justification and should be collected at the justified rate of $0.12 per square foot.

4. Fee Adjustments and Limitation. The fees adjusted herewith shall be subject to the following:

A. The amount of the District's fees as authorized by Education Code Section 17620 shall be reviewed every two years to determine if a fee increase according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board is justified.

B. Any development project for which a final map was approved, and construction had commenced on or before September 1, 1986, is subject only to the fee, charge, dedication or other form of requirement in existence on that date and applicable to the project.

C. The term "development project" as used herein is as defined by Section 65928 of the Government Code.

5. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.

6. Implementation. For residential and commercial/industrial projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.

7. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA).

8. Commencement Date. The effective date of this Resolution shall be April 19, 2026, which is 60 days following its adoption by the Board.

9. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the District to the Planning Commission and Board of Supervisors of Butte County and to the Planning Commission and City Council of the City of Durham.

10. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Durham Unified School District this 18th day of February 2026, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____

President, Governing Board
Durham Unified School District

ATTEST:

_____

Secretary, Governing Board

Durham Unified School District

DURHAM UNIFIED SCHOOL DISTRICT

Board Meeting Date: 2-18-2026

SUBJECT: January 2026 Board Policy Updates First Reading	
PREPARER: John Bohannon, Superintendent	
RECOMMENDATION:	☐ Approve ☐ Do Not Approve ☐ Accept ☑ Discuss ☐ Information Only

Background:

For review/discussion:
First Reading of Board Policy Updates: January 2026
Available for review at the District Office and on the DUSD Webpage:
www.durhamunified.org

BP 0450: Comprehensive Safety Plan
BP 1340: Access to District Records
BP 5125: Student Records
BP 5125.1: Release of Directory Safety Plan

Policy 0450: Comprehensive Safety Plan

Status: ADOPTED

Original Adopted Date: 02/20/2019 | **Last Revised Date:** 10/21/2025 | **Last Reviewed Date:** 10/21/2025

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for staff and student conduct, responsible behavior, and respect for others.

The Superintendent or designee shall be responsible for the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The CSSP shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the Superintendent or designee shall provide CSSP training to all school staff.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by the Superintendent in accordance with Education Code 32281. In developing such strategies, the Superintendent of designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and

materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Persistently dangerous schools; definition
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 44010	Sex offense; definition
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48901.7	Smartphone limitation or prohibition

Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 49414.35	Emergency treatment for opioid overdose
Ed. Code 49414.6	Student possession of opioid antagonist
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Gov. Code 8586.5	California Cybersecurity Integration Center
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 1192.7	Criminal procedures
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Pen. Code 667.5	Violent felony; definition

Federal	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 7111-7122	Student support and academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
California Department of Education	Instructional Continuity Plan Guidance
CSBA Publication	Comprehensive School Safety Plans, July 2024
CSBA Publication	School Safety: Firearm Safety and Storage, May 2023
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief,

	rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
Nat'l Assoc. of Secondary School Principals Pub	The NASSP Principal Recovery Network Guide to Recovery
U.S. Department of Education Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Department of Homeland Security Publication	Behavioral Threat Assessment and Management in Practice 2024
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Department of Education, School Safety Elements and Resources
Website	California Department of Education, Language Services Policy and Process
Website	Schoolsafety.gov
Website	California Department of Education, Safe Schools Planning
Website	California Military Department
Website	California Department of Technology, Independent Security Assessment
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey

Website	U.S. Department of Education
Website	CSBA

Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(1)	Uniform Complaint Procedures
1312.3-E PDF(2)	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E PDF(1)	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools

2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills And Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4119.11	Sexual Harassment
4119.11	Sexual Harassment

4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units

4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.63-E PDF(1)	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming

5136	Gangs
5136	Gangs
5137	Positive School Climate
5137-E PDF(1)	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(1)	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
6020	Parent Involvement

6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session
9321-E PDF(1)	Closed Session

Policy 1340: Access To District Records

Status: ADOPTED

Original Adopted Date: 05/10/2011 | **Last Revised Date:** 06/18/2025 | **Last Reviewed Date:** 06/18/2025

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any ~~person~~ member of the public reasonable access to the public records of the ~~schools and~~ district during normal business hours and within the requirements of law. Public access shall not be given to records ~~listed as~~ that are exempt from public disclosure ~~in~~ pursuant to the California Public Records Act ~~and~~ or other state or federal law.

In response to a public records request, the Superintendent or designee shall make reasonable efforts 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 district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups in accordance with law and as specified in the accompanying administrative regulation.

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

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Civil Code 1798.3	Personal information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit
Ed. Code 42103	Budget notification
Ed. Code 44031	Personnel file contents and inspection

Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 11549.3	Office of Information Security
Gov. Code 3547	Proposals relating to representation
Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration
Gov. Code 6205-6210	Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act
Gov. Code 8450	Tribal financial information
Gov. Code 8550-8669.7	California Emergency Services Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act

Management Resources	**Description**
Attorney General Opinion	64 Ops.Cal.Atty.Gen. 186 (1981)
Attorney General Opinion	71 Ops.Cal.Atty.Gen. 235 (1988)
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CA Office of the Attorney General Publication	Summary of the California Public Records Act, August 2004
CA Office of the Attorney General Publication	California Department of Justice Guidelines for Access to Public Records, October 2017
Court Decision	National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward (2020) 9 Cal.5th 488

Court Decision	Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal. App. 4th 440
Court Decision	Fairley v. Superior Court (1998) 66 Cal.App. 4th 1414
Court Decision	International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County (2007) 42 Cal.4th 319
Court Decision	Kleitman v. Superior Court (1999) 74 Cal.App. 4th 324
Court Decision	Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
Court Decision	Los Angeles Times v. Alameda Corridor Transportation Authority (2001) 88 Cal.App.4th 1381
Court Decision	North County Parents Organization for Children with Special Needs v. Department of Education (1994) 23 Cal.App. 4th 144
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
CSBA Publication	Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
League of California Cities Publication	The People's Business: A Guide to the California Public Records Act, rev. April 2017
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Office of Emergency Services
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	State Bar of California
Website	California Office of the Attorney General
Website	CSBA

Cross References

Code	Description
0400	Comprehensive Plans
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0440	District Technology Plan
0440	District Technology Plan
0441	Artificial Intelligence

0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(1)	Uniform Complaint Procedures
1312.3-E PDF(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E PDF(1)	Williams Uniform Complaint Procedures
2121	Superintendent's Contract
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3311	Bids
3311	Bids
3312	Contracts
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program

3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4112.5	Criminal Record Check
4112.5-E PDF(1)	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4117.5	Termination Agreements
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4140	Bargaining Units
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212.5	Criminal Record Check
4212.5-E PDF(1)	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4217.5	Termination Agreements
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243.1	Public Notice - Personnel Negotiations

4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.5	Criminal Record Check
4312.5-E PDF(1)	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4317.5	Termination Agreements
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.3	Challenging Student Records
5141.6	School Health Services
5141.6	School Health Services
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials

6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
7110	Facilities Master Plan
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9200	Limits Of Board Member Authority
9223	Filling Vacancies
9270	Conflict Of Interest
9270-E PDF(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9321-E PDF(1)	Closed Session
9322	Agenda/Meeting Materials
9324	Minutes And Recordings

Policy 5125: Student Records **Status:** ADOPTED

Original Adopted Date: 09/16/2015 | **Last Revised Date:** 06/18/2025 | **Last Reviewed Date:** 06/18/2025

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

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 Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, 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 Board Policy/Administrative Regulation 1445 – Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities 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)

The Superintendent or designee shall develop protocols 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)

~~No information or documents regarding the citizenship or immigration status of students or their~~

~~family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. In accordance with Board Policy 5145.13 - Response to Immigrant Enforcement, the Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena/warrant.~~

~~If a district employee receives such a request, the employee respond in accordance with Board Policy 5145.3- Response to Immigrant Enforcement. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)~~

~~The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities 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)~~

~~The Superintendent or designee shall develop protocols 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

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled 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 Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures 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 district's digital infrastructure, in the retention or disclosure of student records. ~~Additionally, in accordance with Board Policy 5145.13 - Response to Immigration Enforcement, all district staff shall avoid the disclosure of information that may indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by law.~~

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software 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.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth: placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System

Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

Federal	**Description**
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022

U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, Oct 2007
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California IT in Education, Student Data Privacy
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	California Office of the Attorney General
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0440	District Technology Plan
0441	Artificial Intelligence
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1114	District-Sponsored Social Media
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(1)	Uniform Complaint Procedures
1312.3-E PDF(2)	Uniform Complaint Procedures

1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3290	Gifts, Grants And Bequests
3312	Contracts
3515	Campus Security
3515	Campus Security
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4112.6	Personnel Files
4113.5	Working Remotely
4117.7	Employment Status Reports
4119.23	Unauthorized Release Of Confidential/Privileged Information
4158	Employee Security
4158	Employee Security
4212.6	Personnel Files
4213.5	Working Remotely
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Code Of Ethics
4219.23	Unauthorized Release Of Confidential/Privileged Information
4258	Employee Security
4258	Employee Security
4312.6	Personnel Files
4313.5	Working Remotely

4317.7	Employment Status Reports
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5111.2	Nonresident Foreign Students
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.2	Work Permits
5113.2	Work Permits
5119	Students Expelled From Other Districts
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.2	Withholding Grades. Diploma Or Transcripts

5125.3	Challenging Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.61	Drug Testing
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.9	Academic Honesty
5138	Conflict Resolution/Peer Mediation
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.24	Specialized Health Care Services
5141.26	Tuberculosis Testing
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.33	Head Lice
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5142.1	Identification And Reporting Of Missing Children

5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(1)	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5146	Married/Pregnant/Parenting Students
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6143	Courses Of Study
6143	Courses Of Study
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E PDF(1)	Certificate Of Proficiency/High School Equivalency
6146.2-E PDF(2)	Certificate Of Proficiency/High School Equivalency

6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.8	Research
6162.8	Research
6163.4	Student Use Of Technology
6163.4-E PDF(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E PDF(1)	Education For Homeless Children
6173-E PDF(2)	Education For Homeless Children
6173-E PDF(4)	Education For Homeless Children
6173-E PDF(5)	Education For Homeless Children

6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6175	Migrant Education Program
6175	Migrant Education Program
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9321	Closed Session
9321-E PDF(1)	Closed Session

Policy 5125.1: Release Of Directory Information

Status: ADOPTED

Original Adopted Date: 05/10/2011 | **Last Revised Date:** 10/21/2025 | **Last Reviewed Date:** 10/21/2025

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

~~The Superintendent or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with law, Board policy and administrative regulation.~~

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on a determination of the best interests of district students. (Education Code 49073)

A student's directory information shall only be included in the minutes of the Board's meeting in accordance with 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 the student, if the student is 18 years of age or older, has ~~specified~~ requested that ~~the~~ such information not be released. (20 USC 7908; 10 USC 503)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and ~~prospective~~ employers, including prospective employers, in accordance with law, 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)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49061	Definitions: directory information
Ed. Code 49063	Notification of parents/guardians of their rights
Ed. Code 49073	Release of directory information

Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49073.5	Directory information; military representatives; telephone numbers
Ed. Code 49603	On campus access to employers and military services

Federal	**Description**
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
U.S. Department of Education Publication	Model Notice for Directory Information, March 2011
U.S. Department of Education Publication	Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA, November 2016
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	U.S. Department of Education, Office of the Chief Privacy Officer

Cross References

Code	**Description**
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1114	District-Sponsored Social Media
1260	Educational Foundation
1340	Access To District Records
1340	Access To District Records

3515	Campus Security
3515	Campus Security
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4119.23	Unauthorized Release Of Confidential/Privileged Information
4135	Soliciting And Selling
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Code Of Ethics
4219.23	Unauthorized Release Of Confidential/Privileged Information
4235	Soliciting And Selling
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4335	Soliciting And Selling
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5125	Student Records
5125	Student Records
5131.1	Bus Conduct
5131.1	Bus Conduct
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(1)	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
6164.2	Guidance/Counseling Services
6173	Education For Homeless Children
6173	Education For Homeless Children

6173-E PDF(1)	Education For Homeless Children
6173-E PDF(2)	Education For Homeless Children
6173-E PDF(4)	Education For Homeless Children
6173-E PDF(5)	Education For Homeless Children
9324	Minutes And Recordings

DURHAM UNIFIED SCHOOL DISTRICT

Board Meeting Date: 2-18-2026

SUBJECT: January 2026 Board Policy Update - BP 1445: Response to Immigration Enforcement	
PREPARER: John Bohannon, Superintendent	
RECOMMENDATION:	☑ Approve ☐ Do Not Approve ☐ Accept ☐ Discuss ☐ Information Only

Background:

For discussion/approval:

Skip the first reading and move to approval of the January Board Policy Update: BP 1445: Response to Immigration Enforcement. BP 1445 needs to be approved and adopted by March 1, 2026.

Available for review at the District Office and on the DUSD Webpage: www.durhamunified.org

Policy 1445: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board 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, district staff 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 district employee, personal information of any district 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 the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

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

The Superintendent or designee shall report to the 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. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-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, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and 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 district'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 district 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)

The Superintendent or designee shall provide parents/guardians 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.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

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

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

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

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

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	**Description**
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises
Federal	**Description**

20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures

1312.3	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555	Nutrition Program Compliance
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5131.2	Bullying
5131.2	Bullying
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education
6143	Courses Of Study

6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

DURHAM UNIFIED SCHOOL DISTRICT
Board Meeting Date: 2-18-2026

SUBJECT: November 2025 Board Policy Updates Second Reading	
PREPARER: John Bohannon, Superintendent	
RECOMMENDATION:	☐ Approve ☐ Do Not Approve ☐ Accept ☑ Discuss ☐ Information Only

Background:

For discussion and approval:
Second Reading of Board Policy Updates: November 2025
Available for review at the District Office and on the DUSD Webpage: www.durhamunified.org

BL 9310: Board Policies
BL 9321: Closed Session
BP 1000: Concepts and Roles
BP 1114: District Sponsored Social Media
BP 2120: Superintendent Recruitment and Selection
BP 3470: Debt Issuance and Management
BP 4000: Concepts and Roles
BP 5000: Concepts and Roles
BP 5020: Parent Rights and Responsibilities
BP 5117: Interdistrict Attendance
BP 5138: Conflict Resolution
BP 6020: Parent Involvement
BP 6143: Courses of Study
BP 6146.2: Certificate of Proficiency
BP 7000: Concepts and Roles
BP 7131: Relations with Local Agencies