

## MEMORANDUM OF UNDERSTANDING

Between the

**BUTTE COUNTY OFFICE OF EDUCATION (BCOE)**

and

**BUTTE COUNTY TEACHERS ASSOCIATION: CTA/NEA (BCTA)**

Butte County Office of Education (BCOE) and the Butte County Teachers Association (BCTA) have agreed to the following Memorandum of Understanding (“MOU”) pertaining to the Special Education Comprehensive Safety Procedures Guide.

### **Introduction: Purpose of the Safety Procedures Plan**

This Special Education Comprehensive Safety Procedures Guide was developed in direct response to ongoing concerns expressed by classroom staff and administration regarding safety and clarity of protocols, particularly in high-needs classroom environments. As the nature of student needs becomes increasingly complex, it is essential that all staff feel equipped, informed, and supported in managing challenging situations effectively and compassionately.

The purpose of this plan is to:

- Establish consistent prevention measures that prioritize proactive support, professional development, and environmental readiness.
- Define clear post-incident response protocols to ensure timely action, appropriate documentation, and staff well-being.
- Reinforce the shared responsibility between administration and staff in maintaining safe, respectful, and responsive learning environments.

Grounded in both legal requirements and best practices in educational and behavioral safety, this plan provides a structured, transparent approach for managing incidents and improving the conditions that lead to them. Our ultimate goal is to protect the dignity, health, and safety of all students and staff, while fostering an inclusive and supportive school culture.

Note: All special education programs follow the SELPA guidelines for staff: student ratios, as referenced here: [https://drive.google.com/file/d/1gIq\\_bjKl80oZLtyYzf67AOsTT7oT7AwN/view](https://drive.google.com/file/d/1gIq_bjKl80oZLtyYzf67AOsTT7oT7AwN/view)

### **I. Prevention Protocol – Pre-Incident Safety Measures**

**Purpose:** Prevent incidents by building staff capacity, fostering a culture of preparedness, and ensuring safe environments.

#### **A. Staff Training & Support**

- All special education staff in FOCUS, ACCESS, STRIVE or BASES classrooms are trained in **CPI Level 1**: De-escalation and response to student escalation.
- **CPI Module 5, Safety Interventions: Holding Skills** training is provided based on individual classroom needs. This is on a special request basis from the Sr. Director of Student Educational Services to the Superintendent.
- Regular behavior collaboration scheduled as needed and requested between management and classroom staff.
- As needed and requested, behavioral coaching is available
- Additional training offered by:
  - Special Education Behavior Team staff
  - SELPA staff

- Northern CA Diagnostic Center
  - Online professional development
  - Conferences/workshops
  - Tier 1 and Tier 2 behavioral framework training embedded into professional development cycles and the school PBIS system.
  - Student incidents are entered into AERIES.
  - SELPA Program Specialists actively assist with on-site support and follow-up as requested.
  - CPR and Bloodborne Pathogens training required for relevant positions and reviewed annually.
  - Director of Emergency Preparedness School Safety and Security conducts trainings as requested by staff or program administration.
- B. Health, Safety, and Communication Infrastructure**
- Classrooms and work areas must have telecommunication access (phones, cell phones, or radios) for safety-related use.
  - Administration monitors and supports safe classroom setups, ensuring compliance with CAL-OSHA standards and superintendent policy.
  - School nursing team is available for immediate first aid and support process for additional medical care as appropriate.
- C. Safety Rights, Reporting, and Notification**
- If an act of violence meets the definition of workplace violence as defined in California Labor Code Section 6401.9 it will be reported Directly to the Assistant Superintendent of Human Resources.
  - Employees are required to report unsafe conditions or concerns regarding students who pose a serious threat (physical or verbal) to their supervisor.
  - Administration is required to follow up within a minimum of 24 hours and develop a response to the reported condition.
  - Employees may appeal unresolved safety concerns to the Sr. Director of the program, who will respond in writing or via a meeting within 48 hours.
  - Administration uploads student behavior incident reports (BIR) into the student information system (AERIES), and to the student cum file, available to all teaching staff working with the student.
- D. Communication & Coordination**
- Safety Committee: A joint committee led by the principal of special education with administration and staff representatives will review forms, procedures, and trainings annually, preferably within 30 days of the start of school.
  - All staff have access to two-way communication platform.

## **II. Postvention Protocol – Post-Incident Response Measures**

**Purpose:** Ensure thorough response, support, and documentation following any incident involving unsafe conditions or students who pose serious threats (verbal or physical), preserving the well-being of all involved.

### **A. Immediate Response**

- Administration must be notified within 24 hours.
- The school nurse evaluates involved students and staff.
- BCOE policy requires that the staff member calls Company Nurse when a staff injury occurs.
- Staff completes BCOE Employee Incident Report accurately within 24 hours and turns into administration. (Report is on the BCOE Intranet under HR forms).

- Staff complete a Behavior Incident Report (BIR), or appropriate site based documentation, and turns into administration for review.
- As appropriate, staff are encouraged to report incidents to BCOE using the BCOE workplace violence hazard reporting form on the employee intranet. Hazards located during a workplace violence inspection will be documented and corrected promptly following the procedures outlined in the workplace violence plan.
- SELPA Behavior Emergency Report (BER) is filled out by staff and filed with administration for all student behavior incidents involving a physical hold/restraint.

**B. Staff Follow-Up**

- Administration conducts a check-in with staff within 24 hours of notification of the incident.
- Emotional support and relief coverage offered as needed.
- Staff involved in serious incidents may be eligible for:
  - **Workers' Compensation** coverage for injuries/disabilities

**C. Structured Debrief and Pattern Review for serious and recurring incidents**

- Administration-led debrief to reflect on actions, safety measures, and recommendations.
- Review of behavior data to identify patterns or systemic concerns.
- If applicable, convene an IEP or Manifestation Determination meeting.
- Update and revise Behavior Intervention Plans (BIP) as necessary.
- Review potential changes in programming, including adjusting student schedule length for safety or support reasons.
- Administration will define corrective actions/steps to be taken to address serious and recurring incidents. Corrective actions/steps and a timeline for review will be put in place until the matter is resolved/corrected.

For BCOE:

Mary Sakuma  
 Mary Sakuma, Superintendent  
 Butte County Office of Education

1/12/2026  
 Date

For BCTA:

Lynette M. Ristine  
 Lynette Ristine, BCTA President  
 Butte County Teachers Association; CTA/NEA

1/7/26  
 Date