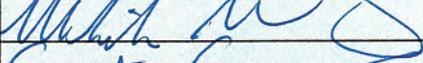
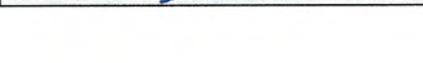


# Comprehensive School Safety Plan

## 2025-26 School Year

**School:** Orange Center School  
**CDS Code:** 10-62331-6007009  
**District:** Orange Center School District  
**Address:** 3530 South Cherry Avenue  
 Fresno, CA 93706  
**Date of Adoption:** 2/11/2026  
**Date of Update:** 2/5/2026  
**Date of Review:**  
 - with Staff 1/27/26, 2/3/26  
 - with Law Enforcement 1/27/26, 2/3/26  
 - with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Rosa DePew	Board President		2-11-26
Melinda Morales	Vice President		2-11-26
Ernestine Gonzalez	Board Clerk		2-11-26
Panfilo Cerrillo	Member		2-11-26
Veronica Salazar	Member		2/11/26

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## California Comprehensive School Safety Plan (CSSP) Overview

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

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

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

### How to write your School Safety Plan

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

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

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

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

### Recommended Components and Best Practices:

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

### Safety Plan Completion Timeline

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

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

A copy of the Comprehensive School Safety Plan is available for review at [www.orangecenter.org](http://www.orangecenter.org).

### Safety Plan Vision

#### DISTRICT OVERVIEW

Orange Center School District is a TK-8th grade school district housed on one campus – Orange Center Center Preschool (Ages 3-5

years old) and Orange Center School (Grades TK-8) are both located on the same site. As a public education agency, Orange Center School District provides services to approximately 300 students from diverse ethnic and socioeconomic backgrounds.

The ethnic makeup of students who attend Orange Center School District, as identified in the 2024-25 CALPADS Enrollment - By Status Disaggregated report are as follows:

Orange Center School – 86.97% Hispanic, 7.66% Asian, 3.45% White, 1,15% Two or More Races, .38% American Indian or Alaskan Native.

The Board of Trustees has adopted the following Mission Statement to guide the District:

Orange Center Elementary School strives to develop productive citizens who have in-depth knowledge and appreciation of the world around them. Our goals are to encourage students to accept responsibilities as members of society, to promote and create a lifelong enjoyment of learning, to meet the needs of the individual students, rather than just the individual class, and to produce students capable of creative and imaginative thought.

They have also established the following goals:

1. The District shall maintain a safe, healthy, and orderly campus which instills pride, ownership, and positive attitudes toward school.
2. The District shall provide a variety of classroom settings and instructional strategies that reflect sound educational principles supported by research.
3. All schools shall provide instruction to accommodate the specialized needs of identified groups of students and shall embrace concepts supportive of the modification of curriculum and strategies to aid in student academic achievement and success.
4. The Orange Center School District shall provide appropriate instruction to meet the various academic, career, college, or technical training needs of students as they progress through the school system.
5. The District shall ensure that academic proficiency in basic skill areas is attained by all students with specific adherence to the Common Core Standards and expectations at each grade level and/or subject.
6. The Orange Center School District will make a concerted effort to nurture values of self-respect, respect for others, appreciation for diversity, and a sense of personal, school and community responsibility.
7. Orange Center School District will provide time and resources for professional development of staff.
8. The Board and administration will strive to maintain the fiscal integrity of the District.
9. The organization, management, and decision-making structure and capabilities of the district to support the education of students will continually be evaluated and improved as needed.
10. The District will employ technology to enhance learning, teaching and non-instructional operations.
11. The Orange Center School District will maintain open communication between the school, home and community emphasizing positive relations with parents, guardians, community and encouraging cooperation, support and involvement.
12. The Orange Center School District will collaborate with other public agencies and private organizations to ensure that children's physical, social and emotional needs are met.
13. The District will promote student health and nutrition in order to enhance readiness for learning.
14. The District will provide and maintain facilities to meet the needs of present and future students.
15. The District will provide a system of shared accountability for student achievement with clear performance standards.

#### SCHOOL NURSE

The Comprehensive School Safety Plan refers to a school nurse throughout the plan. The District does not have a full time school nurse. OCSD contracts with the Fresno County Office of Education for a part time registered nurse. The District also employs a full time Licensed Vocational Nurse (LVN). The duties of the nurse will be delegated to a designee by the Principal or his/her designee in the event of the LVN's absence.

#### ASSESSING THE CURRENT STATUS OF SCHOOL CRIME

Below is data on school crime incidents for the past 2 years:

2023-24

0 Drug and Alcohol Offenses

0 Battery  
0 Assault with a Deadly Weapon  
0 Homicide  
0 Robbery/Extortion  
0 Sex Offense  
3 Possession of a Weapon  
0 Property Crimes  
Total of School Crime Incidents - 3  
Was school at risk of being designated "persistently dangerous"? No

2024-25  
0 Drug and Alcohol Offenses  
0 Battery  
0 Assault with a Deadly Weapon  
0 Homicide  
0 Robbery/Extortion  
0 Sex Offense  
0 Possession of a Weapon  
0 Property Crimes  
Total of School Crime Incidents - 0  
Was school at risk of being designated "persistently dangerous"? No

## Components of the Comprehensive School Safety Plan (EC 32281)

### Orange Center School Safety Committee

The Safety Committee consists of:

Terry Hirschfield, Principal/Superintendent  
Ruby Trevino, Administrative Assistant to the Superintendent  
Dalinda Langley, Technology Coordinator  
Kris Ingrao, Maintenance & Transportation Supervisor  
Melissa Hernandez, LVN  
Richard Antunez, Parent  
Lori Muir, Fresno County Sheriff's Department

### Assessment of School Safety

District Administration reviews all incidents of discipline or safety concerns each trimester. Based on this assessment, district administration will develop a plan to curtail or remedy any safety breaches or to decrease incidents of discipline via staffing changes, parent and student education, counseling referrals, planning and collaboration with the School Psychologist, Parent Advisory Committee, PBIS Team, Faculty, Support Staff, Maintenance and Transportation Supervisor, and the School Board.

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

#### SAFE SCHOOL STRATEGIES AND PROGRAMS

Each child in the District has been given a copy of student expectations that the district has established as goals and grade level objectives, which emphasize his/her learning and achievement. Expectations for student behavior are established and clearly stated. Teachers set forth consistent academic behavior expectations in order to minimize students' anxiety and thus improve their behavior.

#### Discipline Policies:

The District believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district works to foster a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. The district has adopted an appropriate and positive discipline plan that is clear, fair and consistently enforced, in order to provide an environment that is secure, safe, and free from disruption. The district uses Time to Teach strategies and employs Positive Behavioral Interventions and Supports to provide this environment.

#### Activities:

The District believes that extra- and co-curricular activities provide students the opportunity to develop self-esteem, to bond to the school, and to gain the recognition of their peers, staff members, and their parents. An extensive program of activities involving academics, visual and performing arts, student government/leadership, the sciences, and sports are offered.

#### After School Program:

Orange Center School offers a comprehensive After School Program that extends past the regular school day until 6:00 P.M. daily. For the purposes of this plan, ASP staff will follow the plan as stated: In the absence of Superintendent/ Principal, ASP site lead will take the role outlined in each plan as designee. In the absence of the Vice Principal, The assistant site lead will take the role of the VP. In the absence of OC day office staff, the ASP door manager will take the role of Administrative Assistant to the Superintendent/Office staff. All tutors will take on the role of teacher from each plan. All plans and evacuation procedures will mirror the regular day schedule evacuation plan. Tutors will evacuate to the areas assigned based on their class assignment and the evacuation map.

**Psychologists and Counselors:**

The District contracts for a school psychologist through the Fresno County Office of Education. Teachers and administrators have been trained to identify those students most at-risk for academic and behavioral problems and make referrals to the Student Study Team Coordinator when necessary..

**Suspensions/Expulsions:**

Statutory requirements for suspension and expulsion are adhered to and all due process requirements are met. When it is deemed appropriate to do so, students may be temporarily assigned to alternative classroom placement in lieu of an off-campus suspension. Students who have been expelled, or are in danger of being expelled from other Districts, are admitted to the Orange Center School District only with the approval of the School Board. The Board typically attaches behavioral and academic contractual-type requirements to the admission of these students.

**Community Support Agencies:**

The District works closely and cooperatively with community support agencies which serve youth such as Child Protective Services, Fresno County Sheriff's Department, Fresno County Health Department, various mental health agencies, and others to ensure non-duplication of efforts and to maximize current resources.

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

The following is the Board Policy for Child Abuse Prevention and Reporting:

BP 5141.4

CHILD ABUSE PREVENTION AND REPORTING

adopted on March 15, 2017

ORANGE CENTER SCHOOL DISTRICT

CHILD ABUSE REPORTING PROCEDURE

Notify a child protective agency.

**1. Call by telephone:**

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department, sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11166)

Fresno County Department of Social Services

Child Protective Services

2135 Fresno Street, Suite 100

Fresno, CA 93721

Child Protective Services Hot Line (559)-600-8320

Fax Number (559)-266-2463

OR

Fresno County Sheriff Emergency 911 Non-emergency (559) 600-3111

**2. Written Report**

When making a child abuse referral, within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168) The form "Suspected Child Abuse Report – SS 8572" may be obtained from either the district office or the site administrator.

CHILD ABUSE PREVENTION AND REPORTING PROCEDURES

## Definitions

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors. (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment. (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

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; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care providers; and administrators, presenters, or counselors of a child abuse prevention program. (Penal Code 11165.7)

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

## Reportable Offenses

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

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

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

## Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the

selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

## Reporting Procedures

### 1. Initial Telephone Report

Immediately or as soon as practicably possible 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 11166)

Fresno County Department of Social Services  
205 West Pontiac Way, Building 2  
Clovis, Ca. 93612

OR

Fresno County Sheriff Emergency 911  
Non-emergency (559) 600-3111

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

### 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and send, fax, or electronically submit to the appropriate agency a written follow-up report which includes a completed Department of Justice form. (SS 8572) (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency.

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

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

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

### 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to the principal. (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

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

#### Victim Interviews by Social Services

Whenever a representative from the Department of Social Services investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

#### Parent/Guardian Complaints

##### 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. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contain procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in the primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures." If

a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

#### Notifications

The Superintendent or designee shall provide all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements 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 shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

#### How Do I Recognize the Abused Child?

Most children attend school; therefore, school personnel, particularly teachers, are vital to the process of identifying child abuse. Your special situation of seeing children on a day-to-day basis can contribute significantly to combating the problem. The protection of children is a moral, as well as a legal responsibility of all school personnel.

The protection of a child requires being alert for signs of a child's need for help. Teachers frequently come in contact with children who are physically, emotionally, and sexually abused or who are victims of neglect. As a teacher, you must become aware of the dynamics of child abuse and be prepared to take an active role in its detection and elimination.

#### Indicators of Suspected Abuse

One of the most important grounds for suspicion is the one that is discussed the least: when a child tells someone. It is essential that the child not be ignored, nor the gravity of the situation minimized. Arrange to talk with the child privately. Sit next to the child. Do not show horror, anger, or disapproval of the parent, child, or situation. Do not probe or press for answers the child is unwilling to give. Do not force the child to remove clothing. Do not pry into family matters unrelated to the situation. Do not discount what a child is reporting to you because he has misrepresented things in the past.

It should be remembered, too, that when a child tells a particular person who is an individual required to report child abuse (all educators), that communication is not privileged. The individual, BY LAW, MUST report what the child has related to him or her. This requirement applies to any type of abuse communicated. Educators who report suspected child abuse as required by law cannot be held liable either civilly or criminally for making such reports.

## Signs of Physical Abuse

### Bruises

1. Unexplained bruises and welts located on the face, lips, mouth, torso, back, buttocks or thighs which often reflect the shape of the object used to inflict the injury, e.g., electrical cord, belt buckles, and sticks. ("Normal" bruises or welts do not usually cause lacerations, deep discoloration, or other trauma to the extent injuries from abuse do.)
2. Bruises in various stages of healing.
3. Clustered bruises, forming regular patterns.
4. Bruises on several different surface areas.
5. Bruises which regularly appear after absences, weekends, or vacations.

### Burns

1. Burns in unusual places, especially on the soles of the feet, palms of the hands, the back, and the buttocks. (These are often caused by cigars or cigarettes.)
2. Burns resembling sock-like or glove-like markings on the hands or feet, or "doughnut" burns on the buttocks or genital area. (These burns are caused by forced immersion in scalding liquids.)
3. Appliance or tool burns which leave a pattern mark of the object (iron, electric burner, fireplace tool, etc.)
4. Rope burns on the arms, legs, neck, or torso. (These appear when children are tied to beds or other structures.)

### Fractures and Other Injuries

1. Unexplained fractures (particularly to the nose or facial structure) in various stages of healing. Fractures which are a result of child abuse frequently cannot be explained by one episode of trauma. They often have not healed properly and have some additional patterns of stress in terms of growth that are evident upon examination.
2. Multiple fractures appearing in different parts of the body (ribs, vertebral-compression, or spiral fractures).
3. Unexplained abrasions and lacerations to the mouth, lips, gums, eyes, and external genitalia.
4. Unexplained swelling of the abdomen, localized tenderness, and constant vomiting.
5. Human bite marks, especially when they are recurrent and/or appear to be adult size.

### Behavioral Alert Signs of Physical Abuse

1. Unexplained behavior patterns, such as fear of adult contact, apprehension when other children cry, fear of parents, or fear of going home.
2. Chronic tardiness, poor attendance, increased withdrawal, preoccupation, or simply the need to talk to someone.
3. Inability to establish good peer relations and often aggressive, acting-out behavior.
4. Restlessness or inability to sit down.

### Physical Neglect

#### Physical Indicators

1. Constant hunger.
2. Poor hygiene.
3. Inappropriate dress for weather conditions.
4. Unattended physical or medical needs.
5. Lack of supervision, especially in dangerous situations or activities over long periods of time.
6. Abandonment.

#### Behavioral Indicators

1. Alcohol or drug abuse.
2. Begging or stealing food.
3. Extended stays at school (early arrival or late departure).

4. Constant fatigue, listlessness, or falling asleep in class.
5. Delinquency (i.e., thefts).
6. States there is no caretaker.

#### Sexual Abuse

##### Physical Indicators

1. Difficulty in walking or sitting.
2. Torn, stained, or bloody underclothing.
3. Complaints of pain or itching in the genital area.
4. Bruises, bleeding, abrasions, swellings, dislocations, or fractures of extremities.
5. Any symptom of venereal disease in the genital area, mouth, or eyes.
6. The very young, non-verbal child pointing to pictures.

##### Behavioral Indicators

1. Unwillingness to change clothes for gym class or to participate in physical education class.
2. Bizarre, sophisticated, or unusual sexual behavior or knowledge in younger children, including withdrawal, fantasy, or infantile behavior.
3. Verbal reports by the child of sexual relations with a caretaker or parent.
4. The student talks about "a friend" who was sexually abused who may or may not be the child himself or herself.
5. The student appears to be worried about a situation at home but afraid of getting someone in trouble.
6. Poor peer relations.
7. Delinquent or run-away.
8. There is a change in the child's behavior indicating stress, e.g. a drastic drop in grades, sense of self-worth apparently greatly diminished, or truancy. (This happens especially in cases where the child became disillusioned from not being able to handle an abusive parent and getting no help from the other parent.)

#### Emotional Abuse

Just as physical injuries can scar and incapacitate a child, emotional cruelty can similarly cripple and handicap a child emotionally, behaviorally, and intellectually. Obviously, individual incidents of emotional abuse are difficult to identify and/or recognize and, therefore, are not mandated reporting situations. However, the interests of the child should be primary, and if it is suspected that the child is suffering from emotional abuse, it should be reported. Furthermore, if there is an indication that emotional abuse is being inflicted willfully and causing unjustifiable mental suffering, reporting is required. Regardless of whether the situation is one requiring mandatory reporting or not, cases should be diverted to some sort of treatment as soon as possible.

##### Behavioral Indicators

1. Withdrawn, depressed, apathetic behavior.
2. Antisocial or "acting out" behavior.
3. Displaying other signs of emotional turmoil (repetitive, rhythmic movements, inordinate attention to details, or no verbal or physical communication to others.)
4. Unwittingly makes comments about own behavior (e.g. "Daddy always tells me I'm bad.")
5. Habit disorders (sucking, biting, rocking, etc.).
6. Psychoneurotic reactions (hysteria obsession, compulsion phobias, hypochondria).
7. Behavior extremes (compliant and positive or aggressive and demanding).
8. Overly adaptive behavior (inappropriately adult or inappropriately infant).
9. Developmental lags.
10. Attempted suicide.

#### Emotional Deprivation

Like emotional abuse, emotional deprivation can leave serious scars on a child. It, too, is difficult to recognize or identify, and is only a mandated reporting situation if willfully intended and if serious mental suffering results. However, the same precautions apply; in the best interest of the child, suspected emotional deprivation should be reported and/or referred for some type of intervention treatment.

#### Physical Indicators

1. Speech disorders.
2. Lag in physical development, frailty, refusal to eat.
3. Failure to thrive.

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

#### **Disaster Plan**

##### EMERGENCIES AND DISASTER PREPAREDNESS PLAN

The administrator on duty is responsible for the protection and safety of the students at their assigned site. The site administrator will be responsible for initiation for the procedures outlined in this policy.

All employees, certificated and classified, shall remain on duty at their assigned room or station until all children are safely removed from the school site and the site administrator in charge gives the order for employees to be released.

#### Procedures for Personal Safety and Security

1. The following signals shall be used for announcing an emergency:

##### Orange Center School:

- a. Evacuation for fire or other emergency – Fire alarm sounds – Long, shrill bell ringing.
- b. Earthquake (duck and cover) – “Duck and Cover” announcement on intercom.
- b. Lockdown signal – “Lock Down” announcement on intercom
- c. All Clear - Stand up from duck and cover, lockdown, or return to class – One long continuous bell (30 seconds).

2. The principal or their designee is responsible for the protection and safety of the students at their assigned site. The principal or designee shall assume overall control and supervision of activities at the school site during an emergency. They may use their discretion in emergencies that do not permit the execution of pre-arranged plans. They will be responsible for declaring an emergency when appropriate and for requesting assistance through direct communication with the district superintendent and appropriate law enforcement, fire department, utility, and medical agencies.

3. An emergency kit that is provided for each classroom shall be taken with the students when they leave the classroom during an emergency. Each kit shall contain:

- a. Copy of all class rosters and emergency telephone numbers for each student.
- b. Bandages, gauze, adhesive tape, and plastic gloves for protection.
- c. A form to record the student’s name and the person to whom the student has been released.
- d. Flashlight in case electricity is not working.
- e. Foil blankets for students use in the event of inclement weather.
- f. Playing cards or small games that can occupy and distract students during the emergency, and small blanket.
- g. Black marker

4. For special education students, the emergency kit may also include:

- a. Adhesive name labels for all students.

- b. Current significant medical information.
- c. Agreements to include medical treatment.
- d. A strobe light for deaf students.
- e. Picture cue cards for neurologically involved or significantly delayed students.

5. Procedures and roles of staff have been established for the following emergencies:

- a. Fire on or off school grounds.
- b. Earthquake or other natural disasters.
- c. Hazardous materials spill or explosion.
- d. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
- e. Bomb threat or actual detonation.
- f. Strategic warning.
- g. Identification of safe and injured students.
- h. Administering first aid procedures.
- i. Releasing students to parents or guardians during/following an emergency/disaster.

6. If clean-up and/or repair is needed due to damage, the district will establish a “clean-up” committee or have a service come in so that the school can open as soon as the following day. A professional non-school personnel to do the clean up is recommended, especially in the event of gunshot victims. Some possible service companies can be found in the yellow pages under “cleaning” and “fire & water damage restoration”.

#### Procedures to Ensure Smooth Administrative Control of Operations During a Crisis

1. Generally, the principal, or their designee, declares an emergency and is responsible for requesting assistance through direct communication with the district superintendent. A predetermined “emergency operations center” (EOC) is established, where the superintendent works with emergency services and defines the responsibilities of each person.
2. Establish emergency procedures to notify the appropriate agencies (fire department, sheriff department, medical assistance agency).
3. Post and update a checklist of equipment, supplies, and emergency telephone numbers.
4. Have necessary equipment for emergencies available, such as:
  - a. Handheld radios.
  - b. Flashlight
  - c. Camera and film, or a cell phone with a camera for documentation.
  - d. A telephone line that will not go dead when the electricity is not working.
5. Establish a backup command post near the school if needed, possibly the district office, in the event of a bomb threat.
6. Identify how injured students and staff will be transported to the hospital if emergency vehicles are not able to transport them. Plan alternative routes for transporting the injured if standard routes are obstructed.
7. Have a dismissal plan for the emergency that is orderly, keeps the students calm, and is easy to understand. Conduct periodic practice drills to ensure procedures for dismissal run smoothly.
8. Establish a “buddy system” for teachers and students, especially significantly disabled students.

#### Procedures for a Clear, Effective Communication System

1. Update and keep posted a clear communication system that signals an emergency, and when the crisis has passed, the signal for the “all clear” bell.
2. Establish a rumor control/information post in a location accessible to parents, the interested community, and the media to handle inquiries in an orderly fashion. This post would provide a system for swift parental contact and an outside line for specific communication to community transportation volunteers.
3. Authorize only one or two staff members to act as police contacts.
4. Designate a spokesperson to advise the media and respond to questions and concerns. The press should be handled by the public information officer exclusively and permitted to approach staff or students only if the officials determine that such interaction would not adversely affect staff or students. Students must have parental permission before their picture may be exposed to the public.
5. Establish a procedure for establishing and maintaining control of the media and onlookers who could impede operations. Have the district’s public information officer or other appointed person provide updated information on the status of a crisis at regular

intervals to minimize rumors and interruptions. (The Association of California School Administrators provides such a service to districts in crisis on request.)

### **Adaptations for Students with Disabilities**

Orange Center assures that all required safety measures are in place for students or staff with disabilities. All individual education plans and doctors' orders or required accommodations are followed. The campus meets all ADA regulations.

### **Public Agency Use of School Buildings for Emergency Shelters**

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

## **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

### **SUSPENSION AND EXPULSION/DUE PROCESS**

Board Policy for Suspension and Expulsion/Due Process is:  
BP 5144.1

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

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

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

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others. The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

BP 5144.1 (Continued)  
Zero Tolerance

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

Student Due Process

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

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board

expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

#### Decision Not to Enforce Expulsion Order

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law.

Amended: December 14, 2005

Administrative Regulations for Suspension and Expulsion/Due Process are:

#### Definitions:

Suspension from school means the removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

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 the removal of a student from the immediate supervision and control, or the general supervision, of school

personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

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. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

#### Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 35291, 48900.1, 48980)

#### Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))  
A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(st))  
Pursuant to Penal Code 417.27, students are prohibited from possessing a laser pointer on school premises, except for a valid instructional or other school-related purpose. See BP 5131 – Conduct.
2. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Education Code 48900(b))
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, and either sold, delivered or otherwise furnished to a person another liquid, substance or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))  
13. 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. (Education Code 48900(m))  
14. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a or 289 of the Penal Code, or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Education Code 48900(n))  
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

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. (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

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. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

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. (Education Code 212.5, 48900.2)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

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. (Education Code 233, Penal Code 422.55)

21. Intentionally engaged in harassment, threats or intimidation against district personnel or 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. (Education Code 48900.4)

22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))

Bullying means one or more acts by a student or group of students that constitutes sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above. (Education Code 32261)

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)

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 district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

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. (Education Code 48900(r))

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

#### 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 any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

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. (Education Code 48910)

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 may attend if either the parent/guardian or teacher so requests. Education Code 48910)

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. (Education Code 48910)

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. (Education Code 48910)

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. (Education Code 48913)

Pursuant to 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. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.
2. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

#### Suspension by Superintendent, Principal or Principal's Designee

The Superintendent, principal may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Superintendent or principal shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a 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 concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), 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 item #14 under "Grounds for Suspension and Expulsion" above.
5. Possession of an explosive as defined in 18 USC 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. (18 USC 921)

Suspension also may be imposed upon a first offense if the Superintendent, or principal determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

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. (Education Code 48903, 48911, 48912)

The 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. (Education Code 48903)

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, presented with the evidence against him/her and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, 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 a 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. (Education Code 48911)

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. (Education Code 48911)

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. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

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. (Education Code 48914)

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. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the 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 Board has made a decision. (Education Code 48911)

Any 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. Extension of the suspension may be made only if 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. (Education Code 48911)

## Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

## 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: (Education Code 48911.1)

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. (Education Code 48911.1)

## Authority to Expel

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on either or both of the following finding(s): (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

## Mandatory Recommendation for Expulsion

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal or the Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.

3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, 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.

#### Mandatory Recommendation and Mandatory Expulsion

The Gun-Free Schools Act, 20 USC 7151, requires districts and county offices of education to submit to the CDE assurances of compliance with state and federal laws related to incidents on campus involving the possession of firearms. Item #1 below reflects language that must be submitted to the CDE for compliance. For other such language that must be submitted to the CDE, see sections in this regulation entitled "Final Action by the Board" and "Notification to law Enforcement Authorities."

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) 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 item #14 under "Grounds for Suspension and Expulsion" above.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

#### 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 principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

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 Board's discretion. (Education Code 48918(a))

If the 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. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings 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. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

#### 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. (Education Code 48918.5)

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 district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

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 in 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. (Education Code 48918.5)

#### 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: (Education Code 48900.8, 48918(b))

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 district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district 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 provide assistance 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.

#### Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and 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 request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

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 shall also 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 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))  
In accordance with the Code of Civil Procedure 1987, the subpoena must be served at least 10 days before the time required for attendance unless the court prescribes a shorter time. Unless they are parties to the hearing or are district or government employees, witnesses who appear pursuant to a subpoena receive fees equal to those prescribed for witnesses in civil actions in a superior court, and all witnesses other than the parties to the hearing receive mileage; these fees and mileage must be paid by the party requesting the subpoena.

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 the 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 expulsion hearings, 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" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While 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 hearings involve 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 according to 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 non-threatening 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 Within 10 School Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

7. Decision Within 40 School Days: If the Board does not meet on a weekly basis, its decision on 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. Alternatively, the Board may 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(d))

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." (Education Code 48918(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. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian. 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(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48918, 48918)

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

#### Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

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 an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, 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 the 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 of the student 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 in Education Code 48900, 48900.2, - 48900.3, 48900.4, 48900.7, or 48915. (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 of Education. (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 Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, 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" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of the 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 also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education the alternative educational placement to be provided to the student during the time of expulsion, and 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. (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)

#### Right to 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 action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit 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)

#### Notifications 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 also 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. In addition, law enforcement authorities shall be notified regarding any acts by students or non students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) 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 city or county 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)

#### Post-Expulsion Placements

Education Code 48915.01 states that if the Board has established a community day school pursuant to Education Code 48661 on the same site as an elementary, comprehensive middle, junior or senior high school, expelled students may be referred to the community school at that site. Although Education Code 48663 prohibits the use of independent study in community day schools, Education Code 48916.1 does not in any way restrict the district from offering independent study as a voluntary alternative placement option for expelled students.

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

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6-13 and #18-21 under "Grounds for Suspension and Expulsion" above may be instead 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

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. 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. 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.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. 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.
5. 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)

6. 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. (Education Code 48916)

7. 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)

#### Maintenance of Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 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 Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

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.

#### 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 (IDEA) 20 USC 1400-1482, is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

#### 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 district's code of student conduct may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
3. The teacher of the student, or other district personnel, has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The 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 district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the district is 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. (20 USC 1415(k)(5);

#### 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, , 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. (20 USC 1415(k)(5); 34 CFR 300.534)

#### Suspension

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 pursuant to 34 CFR 300.536. (34 CFR 300.530: Education Code 48903)

The principal or designee shall monitor the number of days, including portions of days in which a student with valid individualized education programs (IEP) have been suspended during the school year.

The 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; (34 CFR 300.536)

1. The removal is for not 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 in items #1-2 above, the student's IEP team shall determine the appropriate education services. (34CFR 300.530)

#### 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 as provided in 34 CFR 300.101(a), 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 IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with disabilities 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. (Education Code 48915.5)

#### Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard as 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: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930.
2. Knowingly possesses or uses illegal drugs.
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V.
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365.

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531)

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 pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(h); 34 CFR 300.530)

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 her/her IEP. As appropriate, the student shall also receive a functional behavior assessment and behavioral intervention services and modifications that are designated to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

#### Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, or 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 district's 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 pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

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. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team, (as determined by the 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: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by, or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

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 behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

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. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

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 shall also receive a functional behavior assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

#### Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes 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 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited

due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

#### 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.

#### 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. (Education Code 48917)

#### Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 – Suspension and Expulsion/Due Process.

#### Report to County Superintendent of Schools

The superintendent or designee shall report to the County Superintendent 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. (Education Code 48203)

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

Board Policy 4358 Adopted 12/14/2017

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

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

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

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

## SEXUAL HARASSMENT

The Board Policy for (Personnel) sexual harassment is:  
BP 4119.11/4219.11/4319.11

All Personnel BP 4119.11(a), 4219.11, 4319.11  
SEXUAL HARASSMENT

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4030 - Nondiscrimination in Employment)

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

1. Providing training to employees in accordance with the law and administrative regulations
2. Publicizing and disseminating the district's sexual harassment policy to staff  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

BP 4119.11(b)  
4219.11  
4319.11  
SEXUAL HARASSMENT (continued)

Policy ORANGE CENTER SCHOOL DISTRICT  
Adopted: December 14, 2017 Fresno, California

The Administrative Regulations for (Personnel) sexual harassment are:

AR 4119.11/4219.11/4319.11

All Personnel AR 4119.11(a), 4219.11, 4319.11  
SEXUAL HARASSMENT

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

#### Definitions

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

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

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

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

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

AR 4119.11(b)

4219.11

4319.11

SEXUAL HARASSMENT (continued)

#### Training

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

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.7 - Sexual Harassment)

#### Notifications

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

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

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

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

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process is available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

AR 4119.11(c)

4219.11

4319.11

#### SEXUAL HARASSMENT (continued)

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

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

#### Policy ORANGE CENTER SCHOOL DISTRICT

Adopted: December 14, 2017, Fresno, California

BP 5145.3

Students BP 5145.3(a)

#### NONDISCRIMINATION/HARASSMENT

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within the district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile

environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent/Principal or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and  
BP 5145.3(b)

#### NONDISCRIMINATION/HARASSMENT (continued)

information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent/Principal or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

#### Record-Keeping

The Superintendent/Principal or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in the district school.

(cf. 3580 - District Records)

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

##### **TK-8 DRESS CODE**

Specific requirements for dress in the Orange Center School District include the following:

- ~ All clothing **MUST** be neat, clean, and acceptable in appearance.
- ~ Clothing will be worn as its design is traditionally intended and must be of an appropriate size.
- ~ The Principal may decide on special dress attire for designated school days.

##### **Shirts**

- ~ Bare midriffs, bare backs, off-the-shoulder and revealing tops are not allowed (i.e., tank tops, halter tops, tube tops, fishnet or see-through tops, spaghetti straps, or underwear-type sleeveless shirts).
- ~ T-shirts may be worn. If the T-shirt is not tucked in, then it should not hang lower than a student's fingertips when arms are straight at the student's side.

##### **Dresses**

- ~ Dresses must be mid-thigh (halfway between groin and top of knee) or longer.

##### **Shorts**

- ~ Walking shorts are allowed. Shorts should be mid-thigh.
- ~ Shorts must be hemmed.

##### **Pants**

- ~ Tight-fitting athletic pants and pajama pants are not permitted.
- ~ Pants must be hemmed.
- ~ Baggy pants or "sagging" attire is not allowed. Undergarments shall not be exposed. All pants should be of an appropriate size for the student and should fit properly around the waist and at the bottom hemline.
- ~ Pants with holes or see-through mesh panels will not be allowed.

##### **Shoes**

- ~ Students must wear shoes at all times (flip flops, athletic cleats, shoes with wheels, and open-toed or backless shoes are **NOT** allowed).

##### **Accessories**

- ~ Belts must be of an appropriate size and worn through the belt loops.
- ~ Ponchos, oversized sweaters, or blankets are not to be worn to school.
- ~ No clothing or accessories may be worn on school grounds or at school events that depict any of the following:
  - ~ Gang symbolism (i.e., insignias, bandanas, "colors," etc.)
  - ~ Alcohol
  - ~ Tobacco
  - ~ Drugs
  - ~ Violence
  - ~ Profanity
  - ~ Obscenity
  - ~ Defamation of cultures, religions, groups, social institutions, or organizations
  - ~ Team logos or sports-related insignias, with the exception of the official school logo.
  - ~ Attire that may be used as a weapon may not be worn (i.e., chains, accessories, or clothing with spikes or studs).
- ~ Hats or visors may be worn outside. However, hats, caps, visors, etc., must be worn as

traditionally intended (i.e., with bills forward, etc.). No team sports logos on headgear. HEADGEAR MUST BE REMOVED WHEN ENTERING BUILDINGS. STUDENTS MAY WEAR HEADGEAR IN CAFETERIA LINES BUT MUST REMOVE HEADGEAR AFTER BEING SEATED.

~ Sunglasses may be worn by students while outside. However, sunglasses must be removed inside all school buildings.

~ Body piercing (eyebrows, nose, lips, tongue, etc.) is not allowed. Earrings (½ an inch or smaller) are acceptable for ears only.

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

### SAFE INGRESS AND EGRESS TO AND FROM SCHOOL

The majority of students at Orange Center School District are transported to and from school on buses that load and unload the students at the bus stops directly in front of the schools or right next to the schools. Bus monitors are provided in the morning and afternoon.

Drivers are periodically, as required by law, trained in transportation safety. The conduct of students and the general public is monitored by the drivers. All incidents are documented and reported to the school. The principals of the schools respond to all incidents, with the cooperation of Southwest Transportation Agency. Parents are part of this process, and when necessary, specific discipline procedures are followed.

Most of the students who are not transported by the district bus are transported by parents. Specific drop-off sites are designated, and supervision is provided.

The District has adopted a policy that students are not allowed to leave campus during school hours without parental or administrative consent. All incidents of students off-campus without permission reported to the administration at the school site by students, parents, or community members are investigated, and proper action is taken.

The District has an enviable record of safety for arriving at and leaving school. The diligence of the community, staff, and parents has contributed to providing a safe environment for all students.

### EMPLOYEE SAFETY

The Board Policy for Employee Safety is:

BP 4157, 4257, 4357

All Personnel BP 4157(a)

4257

EMPLOYEE SAFETY 4357

The Board of Trustees is committed to maximizing employee safety and believes that workplace safety is every employee's responsibility. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

(cf. 0450 - Comprehensive Safety Plan)

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Board expects all employees to use safe work practices and, to the extent possible, correct any unsafe conditions that may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the Superintendent or designee.

The Superintendent/Principal or designee shall promote safety and correct any unsafe work practices through education and enforcement.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent/Principal or designee shall establish and implement a written injury and illness prevention program in accordance with law. (Labor Code 6401.7)

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4158/4258/4358 - Employee Security)

The Superintendent/Principal or designee shall ensure the ready availability of first aid materials at district workplaces and shall make effective provisions, in advance, for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for making complaints, instituting proceedings, or testifying concerning employee safety or health, or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7. (Labor Code 6310)

#### Policy ORANGE CENTER SCHOOL DISTRICT

Adopted: December 14, 2017, Fresno, California

#### POSITIVE SCHOOL CLIMATE

The Board Policy for Positive School Climate is:

BP 5137

Students BP 5137(a)

#### POSITIVE SCHOOL CLIMATE

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education, which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

BP 5137(b)

POSITIVE SCHOOL CLIMATE (continued)

(cf. 5131.9 - Academic Honesty)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.94 - History/Social Science Instruction)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent/Principal or designee may develop other strategies to enhance students' feelings of connectedness with the school, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the school.

(cf. 1240 - Volunteer Assistance)

(cf. 5126 - Awards for Achievement)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5148.2 - Before/After School Programs)

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The school shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians, including persons of diverse backgrounds.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

Regulation ORANGE CENTER SCHOOL DISTRICT  
Approved: December 14, 2017, Fresno, California

## CONDUCT

The Board Policy for student conduct is:

Will include updated board policy here 4/2017

In accordance with BP/AR 5145.12 – Will include updated board policy here 4/2017

### Bullying/Cyberbullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

The district may provide students with instruction in the classroom or other educational settings that promote communication, social skills, and assertiveness skills, and educate students about appropriate strategies to prevent and respond to bullying and cyberbullying.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, students, and community members may also be provided with similar information.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off-campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

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

**Goal**

The goal of the school is to prevent, reduce, and effectively respond to dangerous, violent, or unlawful activity on campus by maintaining a safe and orderly learning environment through proactive supervision, early intervention, staff training, student support, and collaboration with families and local agencies, in accordance with California Education Code and district policies.

**Component:**

In the case of identifying any dangerous, violent, or unlawful activity being conducted or threatened to be conducted at the school, administration will prioritize training and implementation regarding prevention and response in the areas of : Safe and Orderly Environment and Bullying Prevention.

**Element:**

The District will specifically work towards improving physical aggression and bullying amongst peers.

**Opportunity for Improvement:**

District will decrease the number of incidents involving students harming or intending to cause harm to others on campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
OCS D will provide educational lessons that are appropriate interaction and conflict resolution between peers at school to students and will provide a training session to parents.	Weekly lessons to provided to teachers.	Rethink EDU curriculum, Positive Behavior Intervention and Support Literature, Team Building and Goofy Games book. Parent communications regarding behavior on campus.	Superintendent / Principal	Assessment of data regarding incidents each trimester.
OCS D will provide educational lessons that are focused on teaching students the components of being a good digital citizen to students and parents in order to reduce increase awareness of cyberbullying.	Lessons to provided to teachers.	CDE approved Lessons for required grades, Positive Behavior Intervention and Support Literature, Digital Citizenship posters and PSA's	Instructional Technology Coordinator	Assessment of data regarding incidents each trimester.

**Goal**

The goal of the school is to improve student and parent knowledge and prevention related to drug and tobacco use, with a specific focus on the opioid crisis, by prioritizing staff training and implementing effective prevention and response practices that strengthen a safe and orderly environment and a positive school climate.

**Component:**

In order to improve student and parent prevention and knowledge regarding Issues pertaining to drug and tobacco use, specially targeting th eopiod crisis., staff will prioritize training and implementation regarding prevention and response in the areas of : Safe and Orderly Environment and School Climate.

**Element:**

The District will specifically work towards improving student and parent prevention and knowledge regarding Issues pertaining to

drug and tobacco use, specially targeting th eopiod crisis.

**Opportunity for Improvement:**

District will decrease the number of incidents involving medication, alcohol, tobacco, or tobacco linked products on campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
OCSD will provide education regarding the health related issues as it relates to opiods, tobacco and tobacco related products to students and parents.	OCSD will participate in Red Ribbon Week. Schoolwide activities will promote a healthy, tobacco-free, vape-free, and drug-free lifestyle.	Literature in multiple languages regarding opios, tobacco use, e-cigarettes and vaping,	Superintendent/Principal	OCSD will do a pre and post assessment with students and parents regarding the content in the literature, after presentation.
OCSD will provide education regarding the health related issues as it relates to over the counter and prescription drugs students and parents.	OCSD will participate in Red Ribbon Week. Schoolwide activities will promote a healthy, opioids, tobacco-free, vape-free, and drug-free lifestyle.	Literature in multiple languages regarding the use of opiods, prescription and over the counter drugs.	Superintendent/Principal	OCSD will do a pre and post assessment with students and parents regarding the content in the literature, after presentation

**Goal**

The goal of the school is to reduce incidents involving unsafe or prohibited items on campus through proactive education, positive behavior supports, early intervention, and collaboration with families, ensuring all students understand safety expectations and consequences in accordance with district policy and California Education Code.

**Component:**

In order to improve student and parent knowledge regarding Issues pertaining to incidents involving unsafe or prohibited items on campus., staff will prioritize lessons regarding prevention and response in the areas of : Safe and Orderly Environment and School Climate.

**Element:**

The District will specifically work towards the number of interruptions and incidents that are resulting from students bringing unsafe or prohibited items on campus.

**Opportunity for Improvement:**

District will decrease the number of incidents involving students bringing items to school that could be deemed unsafe in a school setting, such as toys, incendiaries, unsafe or uncommon items.

Objectives	Action Steps	Resources	Lead Person	Evaluation
OCSD will provide education regarding appropriate items that are not allowed at school to students and parents.	district will send a note home to parents, send phone dialers, and have a parent presentation, reminding them of items that are not appropriate at school, and how to report incidents to school personnel.	Posters, notes, phone dialers, parent square	Superintendent/Principal	data will be collected each trimester regarding inappropriate items at school.

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

### Orange Center School Student Conduct Code

#### DISCIPLINE

The Board Policy for discipline is:

Students BP 5144(a)

#### DISCIPLINE

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent/Principal or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at the school. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent/Principal or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

The Superintendent/Principal or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 35291.5, 32282)

BP 5144(b)

#### DISCIPLINE (continued)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

The Superintendent/Principal or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for the district school, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)  
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent/Principal or designee shall report to the Board regarding disciplinary strategies used in the district school in the immediately preceding school year and their effect on student learning.

BP 5145.12  
Search And Seizure  
Students

The Board of Trustees is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3515 - Campus Security)  
(cf. 3515.3 - District Police/Security Department)  
(cf. 5131 - Conduct)  
(cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of

the district's policy and administrative regulation and other legal issues, as appropriate.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331- Staff Development)

#### Individual Searches

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

#### Searches of Multiple Student Lockers/Desks

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Policy ORANGE CENTER SCHOOL DISTRICT  
adopted: April 12, 2017 Fresno, California

### Conduct Code Procedures

Policy 5131 Adopted 12/14/17

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent/Principal or designee shall develop standards of conduct and discipline consistent with Board policies 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:

Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, 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

Conduct that disrupts the orderly classroom or school environment

Willful defiance of staff's authority

Damage to or theft of property belonging to students, staff, or the district

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Obscene acts or use of profane, vulgar, or abusive language

Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the Superintendent/Principal or designee.

Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health.

(Education Code 48901.5)

Plagiarism or dishonesty on school work or tests

Inappropriate attire

Tardiness or unexcused absence from school

Failure to remain on school premises in accordance with school rules

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, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent/Principal or designee shall notify local law enforcement as appropriate.

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

## **(K) Hate Crime Reporting Procedures and Policies**

### **HATE-MOTIVATED BEHAVIOR**

The Board Policy regarding Hate-Motivated Behavior is:

BP 5145.9

Students BP 5145.9(a)

## HATE-MOTIVATED BEHAVIOR

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3515.4 - Recovery for Property Loss or Damage)
- (cf. 5131.5 - Vandalism and Graffiti)
- (cf. 5136 - Gangs)
- (cf. 5137 - Positive School Climate)
- (cf. 5141.52 - Suicide Prevention)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5147 - Dropout Prevention)

The Superintendent/Principal or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

- (cf. 1020 - Youth Services)
- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 1700 - Relations Between Private Industry and the Schools)
- (cf. 5148.2 - Before/After School Programs)
- (cf. 5148.3 - Preschool/Early Childhood Education)
- (cf. 6020 - Parent Involvement)

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 6142.3 - Civic Education)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6141.94 - History-Social Science Instruction)

The Superintendent/Principal or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

BP 5145.9(b)

## HATE-MOTIVATED BEHAVIOR (continued)

### Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Superintendent. Upon receiving such a complaint, the Coordinator/Superintendent shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

- (cf. 1312.1 - Complaints Concerning District Employees)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 5131- Conduct)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 5145.7 - Sexual Harassment)

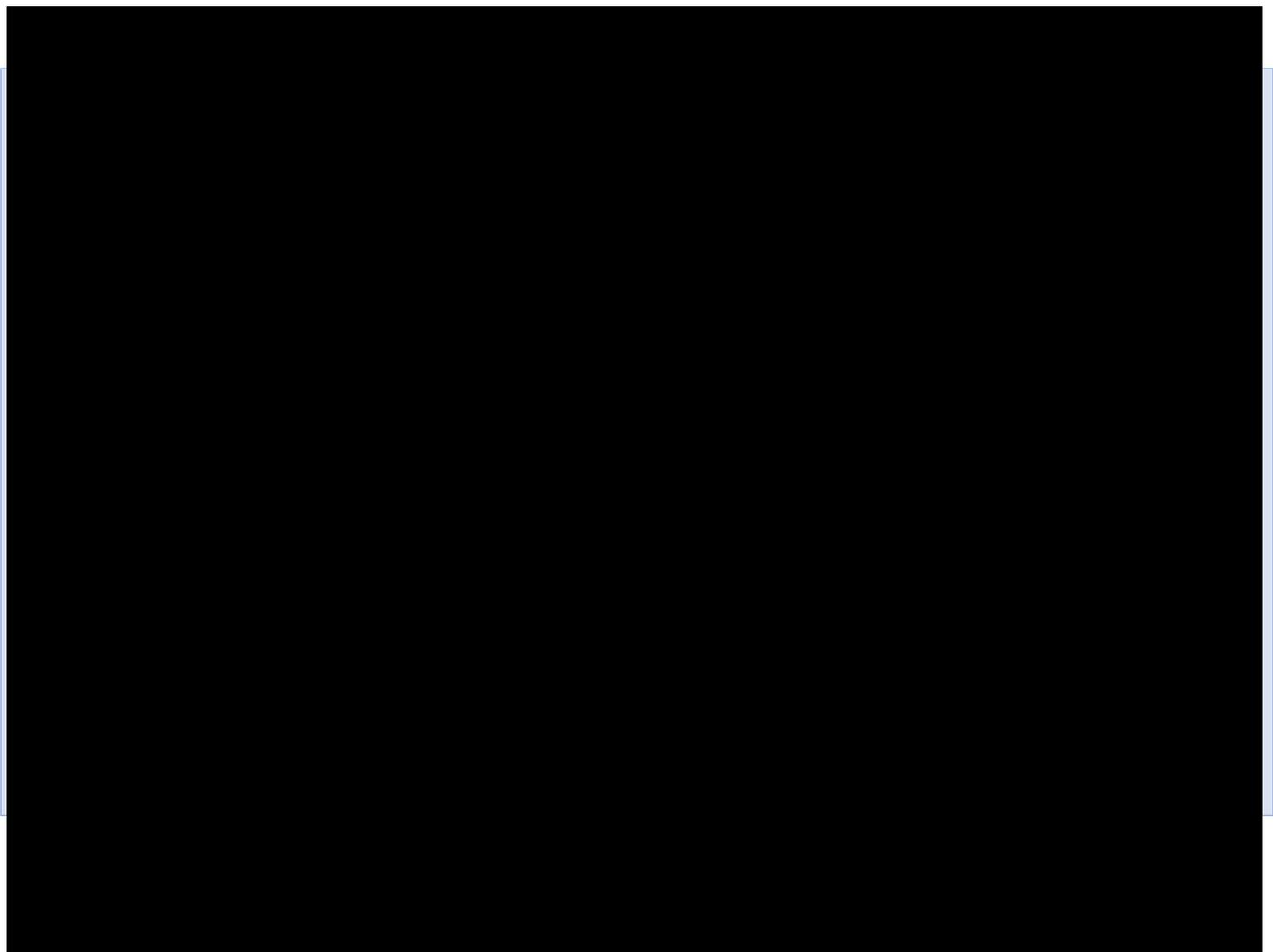
Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Superintendent and/or law enforcement, as appropriate.

- (cf. 3515.3 - District Police/Security Department)
- (cf. 4158/4258/4358 - Employee Security)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

- (cf. 6164.2 - Guidance/Counseling Services)

Regulation ORANGE CENTER SCHOOL DISTRICT  
Approved: December 14, 2017 Fresno, California



## Procedures for Preventing Acts of Bullying and Cyber-bullying

### Board policy 5132.2: Bullying Adopted 12/14/2017

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

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

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

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

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

district policy on intradistrict or interdistrict transfer, as applicable.

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

## **Opioid Prevention and Life-Saving Response Procedures**

Board Policy 5141.21 Adopted 12/14/2017

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

### **Administration of Medication by School Personnel**

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

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 board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

## **Response Procedures for Dangerous, Violent, or Unlawful Activities**

Policy 4158 Adopted 12/14/2017

The Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent/Principal or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent/Principal or designee immediately. The Superintendent/Principal or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Superintendent/Principal or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on district premises.

The Superintendent/Principal or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

The Superintendent/Principal or designee also shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

The Superintendent/Principal or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

### **Reporting of Injurious Objects**

The Board requires employees to take immediate action upon being made aware that any person is in possession of an unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and, based upon this analysis, shall do one of the following:

Confiscate the object and deliver it to the principal immediately

Immediately notify the principal, who shall take appropriate action

Immediately call 911 and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

## **Instructional Continuity Plan**

If local, state, or federal agencies call a school closure, Orange Center School will continue to provide instruction to all students. Instruction will be provided by multiple means of deliverance.

- All communication to parents will be disbursed via the Parent Square platform in all necessary languages.
- Work packets for all core subjects will be made available, as well as asynchronous and synchronous instruction via the Internet.
- All students will have a Chromebook, textbooks, and supplemental learning materials issued to them via a safe distribution process.
- Students who do not have internet access will be provided with learning packets until online accessibility can be provided to them.
- A work pick-up and drop-off schedule will be provided to all students and parents.
- Vulnerable student groups, such as Special Education Students will be provided with services as required, by Individual Education Plans and emergency Instructional Plans.
- In-person, phone, or small group instruction will be provided as allowed.
- All teachers will use the Google Classroom platform to provide synchronous instruction daily.

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

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

This Instructional Continuity Plan (ICP) was last revised on May 22, 2025 and adopted by Orange Center School on June 25, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

The Instructional Continuity Plan will be reviewed and revised as deemed necessary throughout the school year but at the minimum once a year, when the CSSP is updated.

## Engagement with Pupils and Families

### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

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

The District will utilize multiple means of communication to engage with students and family partners by many means of communication to assure that all families have been contacted. The district will utilize the google classroom platform as the main means of engaging students, if onsite classes are not permitted. Every student will be issued a district chromebook in order to ensure students ability to participate. Students who do not have access to the internet will be issued work via paper pencil until hotspots can be issued.

### *Methods of Two-Way Communication*

Methods for two-way engagement.

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

- ✧ Short messaging service (SMS)
- ✧ Phone Calls

- › Email
- › School Portal
- › Social Media
- › Flyers
- Google Classroom and Parent Square

The District currently has the capability and use of the methods for 2 way communication listed above. The District will continue to use all methods listed above to continue communication with all families and students.

### *Plans for Unforeseen Events*

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

In the event that damage to the infrastructure or power outages occur OCSD will communicate with families via us mail in order to provide opportunities for students to pick up work and receive outdoor/in person instruction if allowed. informational flyers will be posted in popular meeting places, such as local churches, community centers, and school bus stops. Local news stations and radio stations will also be notified for potential news releases when practical.

### *Support for Unique Needs*

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

Students who qualify for Special Education will follow their Individual learning plans and will be contacted by their case managers as soon as possible and within the allowable time period. The OCSD Wellness Center will offer child and family counseling on an emergency basis as well as supports regarding information on how to acquire food and community based services. Food distribution, immunization, and supply distribution will also be coordinated through the District Community Schools Liasson, Food Services Department and District Administration and FCSS personnel.

## **Access to Instruction**

### *Timeline for Access to Instruction*

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

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

Orange Center School Teachers and personnel will have chromebooks, prepared lessons, school supplies, and work available for pick up as to not allow for students to fall behind on their academic requirements.

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

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

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

- Evacuation orders lifted
- Power and utilities functioning

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

In order to resume in-person instruction the following criteria must be met:

- Evacuation orders lifted (any or all)
- Power and utilities functioning
- Access to safe and clean water
- Campus free from debris and hazards
- Sufficient staff available
- Kitchens operational for meals or alternative meal plan in place.

### *Remote Instruction*

Plans for remote instruction.

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

Remote instruction will be offered via Google Classroom and Google Meets. A schedule indicating when students work synchronously and asynchronously will be provided, as well as all textbooks needed to access the core curriculum.

### *Access to Instructional Materials*

Methods for distributing digital and non-digital materials.

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

All resources will be offered through Google classroom or in person if deemed safe. The District will distribute all materials through a distribution system in the school drop off zone. Any student who cannot come to pick up resources can work with site administration to arrange for materials drop off and pick up, as needed or on a weekly basis.

### *Access to Schoolwork*

Platforms and processes for accessing and submitting schoolwork.

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

Students will be able to access and submit work online or in person through a drop off system, as scheduled by the classroom teacher. If a family does not have the means or transportation to drop off work, a schedule for pick up/drop off can be planned. The use of digital platforms such as lexia, STAR Reading and STAR math will also be used as means of remediation and acceleration.

### *Temporary Reassignment*

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

In the event that the OCSD campus cannot be used, students will be temporarily assigned with a neighboring district, as agreed upon with said neighboring district. As soon as Orange Center School is safe for students to return, all students will return to their previously assigned classrooms. OCSD will provide all documents available and necessary for enrollment.

### **Instructional Continuity**

#### *Communication Protocols*

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

Communication will be made available as soon as possible via email, Parent Square and US mail. Communication will resume at the minimum, weekly, to inform faculty, students and community members of needed information.

#### *Technological Readiness*

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

Remote instruction will be offered via Google Classroom and Google Meets. A schedule indicating when students work synchronously and asynchronously will be provided, as well as all textbooks needed to access the core curriculum. Teachers will also include opportunities for tutorials, small group instruction, and follow-up questions in their schedule daily. The after-school program staff will also offer opportunities for instructional support daily. In the event that independent studies is utilized, IDS contracts will be made available to sign in person or via digital signature. All necessary materials and technology will be provided.

#### *Instruction and Assessment*

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

Teachers will utilize their scope and sequence to prioritize essential standards and deliver lessons designed to pinpoint said standards. Teachers will utilize ways to monitor for student learning utilizing: pear deck, quizlet, and Seesaw. Teachers will also include opportunities for tutorial, small group instruction and follow up questions in their schedule daily. Reading intervention will be made available for qualifying students and the after school program staff will also offer opportunities for instructional support daily.

## Access (Equity, Accessibility, and Inclusion)

### *Equity, Accessibility, and Inclusion*

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

Students who qualify for special education will receive instructional support as indicated in their IEP's,. English Language Learners will receive english language development as required through lessons designed and delivered by classroom teachers and the EL Coordinators. Students 504 plans will be followed as required. Foster youth and homeless students will receive support through the Foster Youth and Homeless Youth District Liaison. The liaison will meet in person or via telephone with parents or guardians to identify needs and supports that would support student academic and social emotional achievement.

### *Individualized Education Plans (IEP)*

How will IEPs continue to be provided and maintained.

Students individualized learning plans will be followed and implemented in person, over the phone, through small group meetings, or via google meets, as allowed.

### *English Learners (EL)*

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

English learners will receive required language support through the use of focused instructional strategies, appropriate lessons will be followed and implemented in person, over the phone, through small group meetings, or via google meets, as allowed.

## Professional Learning

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

Teachers and support staff will receive professional development to ensure instructional strategies and information regarding online platforms and safety will be followed and implemented in person, over the phone, through small group meetings, or via google meets, as allowed.

## Well-Being and Support Services

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

The District will provide access online, via the telephone or in person, as allowed to the school psychologist, behavior interventionist, child and family therapist, and tier 2 interventionist, as needed and in the languages necessary.

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

In the event of an emergency, the district will provide access to water and medicine as allowed by the health department and as resources are made available.

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

All services such as special education, food services, counseling, and the after school program, will be made available on line or in person, as allowed.

### **Site-Based Collaboration**

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

Administrators, Faculty, Instructional Technology Coordinator, EL Coordinator, After School Program Site Lead, School Site Counselor, Wellness Center Personnel, Maintenance and Transportation, and Food Services Department have had the opportunity to provide feedback on the District's ability to provide services in prior emergency experiences. The District will continue to collaborate with community partners to enhance the ILP regularly.

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

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

Outlined below are conditions under which site-based instruction will resume:

- Evacuation orders lifted
- Power and utilities functioning
- Access to safe and clean water
- Campus free from debris and hazards
- Sufficient staff available
- Kitchens are operational for meals or meal plans in place.

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

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

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

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

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

Frequency of review and update of this ICP.

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

Each year the Instructional Continuity Plan will be updated with the Comprehensive Safety Plan by February 30th.



## Procedures for Immigration Enforcement Notification

### Confirmation Protocol

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

The administrator or designee shall verify the officer's credentials and request documentation stating the purpose and legal authority for the visit.

Access shall only be permitted upon presentation of a valid judicial warrant or court order, as required by law.

### Required Notification Recipients

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

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

Upon confirmation of immigration enforcement presence, the Orange Center School District shall notify parents/guardians, staff, and administrators as soon as reasonably possible using established communication systems, including ParentSquare, written flyers, and other appropriate methods of communication. Communications shall be provided in families' home languages to the extent practicable, using translation and interpretation supports as needed to ensure meaningful access for all families.

Notifications shall be factual, calm, and focused on safety, and shall not disclose confidential or personally identifiable information

### Notification Timing

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

Upon confirmation of immigration enforcement presence, the Orange Center School District shall notify parents/guardians, staff, and administrators as soon as reasonably possible using established communication systems, including ParentSquare, written flyers, and other appropriate methods of communication

### Safety and Well-being Standard

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

Upon confirmation of immigration enforcement presence, the Orange Center School District shall notify parents/guardians, staff, and administrators as soon as reasonably possible using established communication systems, including ParentSquare, written flyers, and other appropriate methods of communication

### Privacy Constraint

The notification shall not include any personally identifiable information.

School staff shall not share student or family information, including schedules or addresses, with immigration authorities without a valid judicial warrant or court order.

Requests for records shall be referred to District administration and legal counsel.

### Notification Methods

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

Upon confirmation of immigration enforcement presence, the Orange Center School District shall notify parents/guardians, staff, and administrators as soon as reasonably possible using established communication systems, including ParentSquare, written flyers, and other appropriate methods of communication. Communications shall be provided in families' home languages to the extent practicable, using translation and interpretation supports as needed to ensure meaningful access for all families. Notifications shall be factual, calm, and focused on safety, and shall not disclose confidential or personally identifiable information

### **Resource Provision (Optional but Encouraged)**

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

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

The Orange Center School District shall maintain board-adopted policies and administrative regulations addressing immigration enforcement consistent with state law.

Orange Center School District staff shall receive annual training on student rights, confidentiality, and procedures related to immigration enforcement on campus.

Families served by the Orange Center School District shall be provided annual information regarding their educational rights and available resources, in languages understood by the school community.

The Attorney General's "Know Your Educational Rights" resources shall be made available in Orange Center School District school offices and on the District website.

### **Annual Evaluation**

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

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### **Public Availability**

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

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

### **State Guidance**

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

This plan is intended to meet all current California legal requirements regarding immigration-related procedures in schools and shall be updated by the Orange Center School District as laws or guidance change.

## Procedures Regarding Pupil Smartphone Use During Emergencies

The governing board of the school district, county board of education, or charter school must develop and adopt a policy to limit or prohibit pupil smartphone use no later than July 1, 2026, and update it every five years. The policy's goal must be to promote evidence-based use of smartphone practices to support pupil learning and well-being, and its development must involve significant stakeholder participation (pupils, parents, and educators)

### Mandatory Policy Adoption and Review Requirements

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

Due to the expense, potential loss, and interruption of student learning, electronic devices and games are not permitted on campus, except on special occasions announced by the site administration.

Students will be permitted to keep cell phones in their backpacks throughout the school day. Students who attend the Extended Learning Program (ASP) must not display or use phones during the program, at any time.

Students are required to turn off cell phones during the school day and keep them in their backpacks.

Students will not create an "obvious disruption and/or distraction to any official school classroom schedule and/or planned activity related to the instructional day" by using cell phones.

In the event a student is observed with a cell phone in their possession and/or shows indifference to district policy, the student will be subject to the associated discipline for such infractions. (see consequences below)

If a cell phone is a disruption in a classroom during the instructional day or while the student is being transported in district vehicles, the cell phone will be confiscated.

Fire drills, assemblies, lockdowns, and/or other school emergency evacuations are considered "cell phone blackouts." During such contingencies, there will be an absolute ZERO TOLERANCE for any cell phone use.

Any use of cell phones to capture photographs and/or video imaging of students and/or any school faculty (including classified personnel) is prohibited and may result in severe disciplinary measures.

### Non-Prohibitible Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

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

Exceptions to Smart phone ban for student use during emergency situations:

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

## Safety Plan Review, Evaluation and Amendment Procedures

### Review and Evaluation:

- The CSSP must be evaluated and amended as needed and at least once each year, to ensure the plan is properly implemented.
- The School Site Council (SSC) or safety planning committee is responsible for regularly reviewing the plan. This process should include conducting regular safety/security site assessments.
- The SSC/Planning Committee must annually consult with a representative from a law enforcement agency, a fire department, and other first responders when updating the CSSP.

### Amendment, Adoption, and Approval Timeline:

- Each school must review, update, and adopt its CSSP by March 1 every year.
- Before adopting the plan, the SSC/Planning Committee must present the school safety plan at a public meeting at the school site that allows for public opinions. The community should be notified of this public meeting through various modalities (email, blogs, marquee, etc.).
- Once adopted, the plan must be submitted to the school district or County Office of Education (COE) for approval.
- The CSSP, and any updates made to the plan during the year, must be shared with the law enforcement agency, the fire department, and other first responder entities.
- Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with the requirements.

## Emergency Contact Numbers

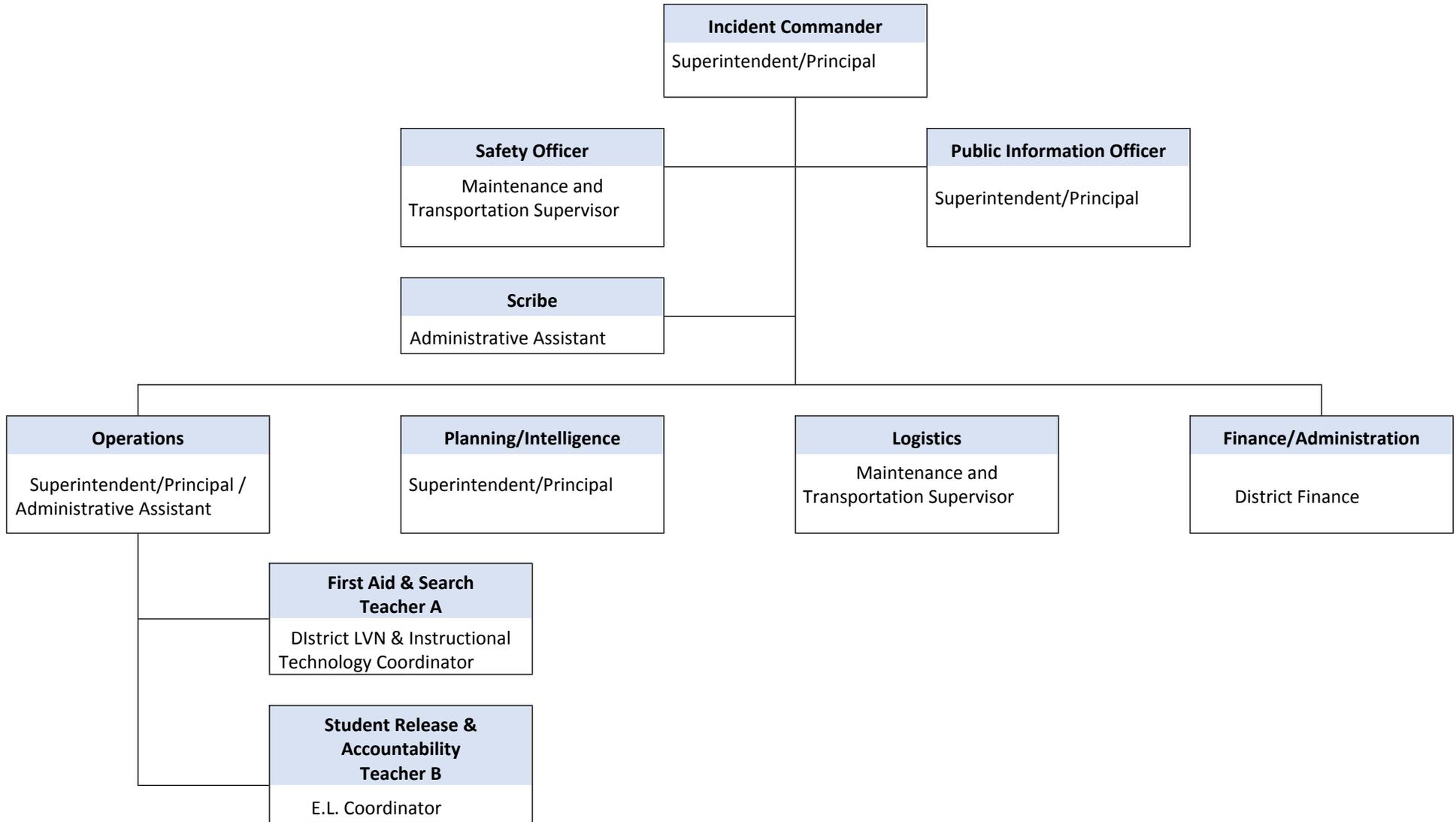
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fresno Co. Sheriff Dept.	(559)600-3111	
Public Utilities	Pacific Gas & Elect. Co.	1-800-743-5000	
Emergency Services	Poison Control Center	1-800-222-1222	
Other	Fresno County Office of Education or SBC California	497-3720 Ext. 1/ 800-332-1321	
Public Utilities	The Gas Company	1-800-427-2200	
School District	District Office	(559)237-0437	
Radio Station	Radio Emergency Broadcasts	KMAH 89.1 FM	
Law Enforcement/Fire/Paramedic	Fire Department	(559)264-4256	
Law Enforcement/Fire/Paramedic	Fresno Police Department	(559)621-7000	

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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
The Superintendent/Principal or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to the school. (Education Code 32281)	December, 11, 2025, January 27, 2026, February 3, 2026	Sign-In Sheets and Agendas
The comprehensive safety plan shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)	January 27, 2026, February 3, 2026	Sign-In Sheets and Agendas
The Board shall review the comprehensive safety plan in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan at a regularly scheduled meeting.	Wednesday, February 11, 2026 at 6:00 p.m.	Board of Education Meeting Minutes for 2/11/26
School Site Council will review and approve Safety Plan	Thursday, February 5, 2026 at 4:00 p.m.	SSC Meeting Sign-In Sheets and Agenda
Data review will occur in October, January and May of each year to determine if changes need to be implemented in the plan and amendments need to be made.	October, January, and May ongoing	Safety planning meetings will meet to review data and follow up information and recommendations for amendments will be reported out to parent groups and school board accordingly.

**Orange Center School Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

The Superintendent/Principal or designee shall ensure that the school emergency plan addresses, at a minimum, the following types of emergencies and disasters:

Fire on or off school grounds which endangers students and staff

Earthquake or other natural disasters

Environmental hazards

Attack or disturbance, or threat of attack or disturbance, by an individual or group

Bomb threat or actual detonation

Biological, radiological, chemical, and other activities, or heightened warning of such activities

Medical emergencies and quarantines, such as a pandemic influenza outbreak

### Step Two: Identify the Level of Emergency

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:

The appropriate chain of command at the district site

Individuals responsible for specific duties

Identification of at least one person at the school who holds a valid certificate in first aid and cardiopulmonary resuscitation

Assignment of responsibility for identification of injured persons and administration of first aid

### Step Three: Determine the Immediate Response Action

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:

The appropriate chain of command at the district site

Individuals responsible for specific duties

Identification of at least one person at the school who holds a valid certificate in first aid and cardiopulmonary resuscitation

Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:

Identification of areas of responsibility for supervision of students

Procedures for evacuation of students and staff, including posting of evacuation routes

Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible

Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety

Provision of a first aid kit to each classroom

Arrangements for students and staff with special needs

Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of the school, including an analysis of:

The impact on student learning and methods to ensure continuity of instruction

How to provide for continuity of operations for essential office functions, such as payroll and ongoing communication with students and parents/guardians

#### **Step Four: Communicate the Appropriate Response Action**

Communication among staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during an emergency, including:

Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, telephone trees, and web sites

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about school emergency procedures to staff, students, and parents/guardians

## Types of Emergencies & Specific Procedures

### Aircraft Crash

The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent/Principal or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

In developing the district emergency plans, the Superintendent/Principal or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent/Principal or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

### Animal Disturbance

Orange Center School District

The purpose of this policy is to ensure the health, safety, and welfare of students, staff, and visitors when unwelcome or potentially dangerous animals are present on school grounds. This policy aligns with the California Education Code, California Code of Regulations (CCR), and Orange Center School District Board Policies related to student safety, supervision, and emergency response. Authority and Alignment

This policy is guided by, and intended to align with, the following: - California Education Code sections related to pupil safety, supervision, and emergency procedures (including but not limited to Ed. Code §§ 32280–32289, Comprehensive School Safety Plans) - California Code of Regulations, Title 5 - District Board Policies and Administrative Regulations related to: - Student Safety and Supervision - Emergency Preparedness and Response - Campus Security - Animals on School Grounds

In the event of a conflict, applicable law, regulation, or Board Policy shall prevail

Scope

This section is adopted as part of the school site Comprehensive School Safety Plan (CSSP) in accordance with California Education Code §§ 32280–32289.

This protocol applies to all Orange Center School District campuses serving Preschool, Transitional Kindergarten (TK), and Grades K–8, including: - Instructional time - Recess, nutrition breaks, and lunch - Physical Education - Before- and after-school programs - Extended learning and childcare programs - School-sponsored events held on campus

Given the playground-heavy nature of Preschool, TK, and elementary settings, this policy places particular emphasis on proactive supervision, rapid response, and age-appropriate student management.

Definition of Unwelcome Animals

Unwelcome animals include any animal present on campus without authorization that may pose a health, safety, or disruption risk, including but not limited to: - Stray or loose domestic animals (e.g., dogs, cats) - Wildlife (e.g., coyotes, raccoons, skunks, snakes) -

Farm or exotic animals - Injured, aggressive, or sick animals

The following are not considered unwelcome animals: - Service animals as defined under the Americans with Disabilities Act (ADA) - District-approved therapy or emotional support animals with prior authorization - Animals approved for instructional purposes under staff supervision and administrative approval

Prevention Measures

To reduce the likelihood of animal-related incidents, particularly in outdoor and playground settings: - Campus gates, doors, and fencing shall be secured during instructional and recess periods when feasible. - Playgrounds, grassy areas, gardens, and outdoor learning spaces shall be visually checked by supervising staff prior to student use. - Trash, food waste, outdoor eating areas, and compost bins shall be properly managed to avoid attracting animals. - Food shall not be left unattended outdoors. - Staff supervising Preschool, TK, and primary-grade students shall position themselves to monitor perimeter fencing and open areas. - Students shall receive developmentally appropriate instruction not to approach, feed, or interact with animals on campus and to immediately notify an adult if an animal is seen.

General Safety Expectations

Staff and students shall not attempt to capture, chase, or handle unwelcome animals.

A safe distance must be maintained at all times.

Staff shall remain calm and provide clear direction to students.

Response Procedures

Response actions shall prioritize immediate student safety, particularly for younger students who may not recognize potential danger.

Playground-Specific Immediate Actions (Preschool, TK, K-5)

If an unwelcome animal is observed on or near a playground: - Supervising staff shall immediately stop play and calmly direct students away from the animal. - Students shall be guided to line up and move indoors or to a designated safe area. - Staff shall perform a quick visual sweep to ensure all students are accounted for. - The incident shall be reported to the school office or administrator without delay.

Step 1: Identification and Notification

Any staff member who observes an unwelcome animal shall immediately notify the school office or site administrator.

The site administrator or designee shall assess the level of risk and determine appropriate actions.

Step 2: Student and Staff Safety Measures

Depending on the situation, the site administrator or designee may: - Direct classrooms or playground groups to remain indoors - Modify, relocate, or suspend outdoor activities - Assign additional staff to supervise transitions from playgrounds to classrooms - Initiate a shelter-in-place or lockdown consistent with the school's Comprehensive School Safety Plan Special Considerations for Preschool and TK: - Staff shall maintain close physical proximity to students during transitions. - Attendance counts shall be taken immediately upon returning indoors. - Classroom routines should resume promptly to support student regulation and calm.

Step 3: Contact Appropriate Agencies

The site administrator or designee shall contact the appropriate agency, which may include: - Local Animal Control - County or State Wildlife Services - Local law enforcement, if there is an immediate threat to safety

Under no circumstances should untrained staff attempt to remove or restrain an animal.

Step 4: Monitoring and Documentation

The animal shall be monitored from a safe distance until authorities arrive or the situation is resolved.

An incident report shall be completed documenting:

Date and time

Location

Type of animal

Actions taken

Outcome

Communication Protocols

Site administrators shall communicate instructions to staff using established district communication systems.

Parents/guardians shall be notified when an incident significantly impacts student safety, supervision, or the school schedule.

All communication shall be factual, timely, and reassuring.

Classroom and Playground Procedures During an Incident

Teachers and supervising staff shall: - Keep students in classrooms or designated safe areas until cleared by administration - Close and secure doors or gates as directed - Take attendance and immediately report missing or distressed students - Provide calm, age-

appropriate reassurance - Avoid sharing graphic details or alarming language

For Playground Supervisors: - Maintain visual supervision until all students are safely transitioned - Communicate with classroom teachers regarding student movement and attendance

Post-Incident Actions

Normal operations may resume once the site administrator, in coordination with responding agencies, determines the campus is safe.

The incident shall be reviewed to identify any needed corrective or preventive measures.

Staff and students may receive follow-up reminders or instructions regarding animal safety.

Training and Review

Staff shall receive periodic training or reminders related to campus safety and emergency response procedures.

This policy shall be reviewed annually and updated as necessary to remain consistent with law, regulation, and Board Policy.

Responsibility

The Superintendent or designee is responsible for the implementation of this policy. Site administrators are responsible for site-level enforcement. All employees share responsibility for reporting hazards and adhering to established safety procedures.

## **Armed Assault on Campus**

### **WEAPONS AND DANGEROUS INSTRUMENTS**

#### **BP 5131.7**

The governing Board recognizes that students and staff have the right to a safe and secure campus free from psychological and physical harm and desires to protect them from the dangers presented by firearms and other weapons.

#### **Possession of Weapons**

The Board prohibits any student from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activities away from school, or while going to or coming from school.

Unless he/she has obtained prior written permission as specified below, any student who is determined to have brought a firearm to school or possessed a firearm at school, as verified by a school employee, shall be expelled for not less than one year, except that the Board may set an earlier date for readmission on a case-by-case basis, in accordance with Board policy and administrative regulation. (20 USC 7151); Education Code 48915)

Students possessing or threatening others with any weapon, dangerous instrument or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy and administrative regulations.

Under the power granted to the Board to maintain order and discipline in the schools and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm; explosive, or other dangerous weapon or instrument without permission; sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (20 USC 7151; 20 USC 7152; Education Code 48902; Penal Code 245, 626.9, 626.10)

#### **Advance Permission for Possession of a Weapon for Educational Use**

A student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall request prior permission from the principal at least five school days in advance of the planned possession. The student's parent/guardian shall provide written permission explaining the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

On a case-by-case basis, the principal shall determine whether to grant permission for such possession when necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the

planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, he/she shall take all necessary precautions to ensure the safety of all persons on school grounds, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any weapon allowed shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

#### Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

#### Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

### WEAPONS AND DANGEROUS INSTRUMENTS

#### Regulations

Weapons and dangerous instruments include, but are not limited to:

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion.
2. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade. (Education Code 48915; Penal Code 626.10)
3. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices.
4. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun. (Penal Code 626.10)
5. Any other dangerous device, instrument or weapon, especially those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, bow and arrows, crossbow and bolts, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon.
6. Any imitation firearm, defined as 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. (Education Code 48900; Penal Code 12550)

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any possession.

The principal shall report any possession of a weapon or dangerous instrument, to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

#### EMPLOYEE SECURITY

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measure to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

The Board recognizes that access to two-way communication devices allows employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The district shall provide such communications devices in classrooms to the extent possible.

Employees may possess a pepper spray weapon that meets the requirements of Penal Code 12403.7 on school property and at school activities for their own safety. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

#### Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Administrative Regulations for Employee Security are:

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49001)

Employees shall promptly report to their principal or other immediate supervisor any attack, assault or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

Reports of attack, assault or threat also shall be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

#### Notice Regarding Student Offenses Committed While Under School Jurisdiction

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

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

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

#### Notice Regarding Student Offenses Committed While Outside School Jurisdiction

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

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

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

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

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

## Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

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

## Use of Pepper Spray

Employees who possess pepper spray on school property shall be notified of the following conditions:

1. The pepper spray shall be used only in self-defense.
2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.
3. The employee shall ensure that the pepper spray is stored in a secure place and not accessible to students or other individuals. An employee who is negligent in the storage of pepper spray may be subject to disciplinary action.

## Biological or Chemical Release

### Emergencies And Disaster Preparedness Plan

AR 3516

Business and Noninstructional Operations

### Components of the Plan

The Superintendent/Principal or designee shall ensure that the school emergency plan addresses, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff  
(cf. 3516.1 - Fire Drills and Fires)
2. Earthquake or other natural disasters  
(cf. 3516.3 - Earthquake Emergency Procedure System)
3. Environmental hazards  
(cf. 3514 - Environmental Safety)  
(cf. 3514.2 - Integrated Pest Management)
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group  
(cf. 3515 - Campus Security)  
(cf. 3515.2 - Disruptions)  
(cf. 5131.4 - Student Disturbances)
5. Bomb threat or actual detonation  
(cf. 3516.2 - Bomb Threats)
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

(cf. 5141.22 - Infectious Diseases)

The Superintendent/Principal or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment and identification of risks  
(cf. 3530 - Risk Management/Insurance)
2. Instruction and practice for students and employees regarding emergency plans, including:
  - a. Training of staff in first aid and cardiopulmonary resuscitation
  - b. Regular practice of emergency procedures by students and staff  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
  - a. The appropriate chain of command at the district site
  - b. Individuals responsible for specific duties
  - c. Identification of at least one person at the school who holds a valid certificate in first aid and cardiopulmonary resuscitation
  - d. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security, including:
  - a. Identification of areas of responsibility for supervision of students
  - b. Procedures for evacuation of students and staff, including posting of evacuation routes
  - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible  
(cf. 5141 - Health Care and Emergencies)  
(cf. 5142 - Safety)
  - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety  
(cf. 3543 - Transportation Safety and Emergencies)
  - e. Provision of a first aid kit to each classroom
  - f. Arrangements for students and staff with special needs  
(cf. 4032 - Reasonable Accommodation)  
(cf. 6159 - Individualized Education Program)
  - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease  
(cf. 4161.1/4361.1 - Personal Illness/ Injury Leave)  
(cf. 4261.1 - Personal Illness/Injury Leave)  
(cf. 5113 - Absences and Excuses)  
(cf. 6183 - Home and Hospital Instruction)
5. Closure of the school, including an analysis of:
  - a. The impact on student learning and methods to ensure continuity of instruction
  - b. How to provide for continuity of operations for essential office functions, such as payroll and ongoing communication with students and parents/guardians  
(cf. 3516.5 - Emergency Schedules)
6. Communication among staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during an emergency, including:
  - a. Identification of spokesperson(s)  
(cf. 1112 - Media Relations)
  - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites  
(cf. 1113 - District and School Web Sites)
  - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
  - d. Distribution of information about school emergency procedures to staff, students, and parents/guardians

7. Cooperation with other state and local agencies, including:
  - a. Development of guidelines for law enforcement involvement and intervention
  - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease (cf. 1400 - Relations between Other Governmental Agencies and the Schools)
8. Steps to be taken after the disaster or emergency, including:
  - a. Inspection of school facilities
  - b. Provision of mental health services for students and staff, as needed (cf. 6164.2 - Guidance/Counseling Services)

Regulation ORANGE CENTER SCHOOL DISTRICT  
approved: November 8, 2017 Fresno, California

#### HAZARDOUS MATERIALS PROCEDURES AND ROLES OF STAFF

Notification of a hazardous material spill or explosion is usually received from the fire or sheriff's department or from the Office of Emergency Services. These tend to happen along transportation routes such railways and highways. When such incidents occur near or on the school grounds and they are a threat to the safety of the staff and students, an emergency will be declared. Various causes of emergencies could include:

Fire  
Explosion  
Airplane crash  
Railroad accident  
Traffic accident  
Power plant accident  
Toxic chemical spill  
Biological spill

In the event of a hazardous material emergency, the roles of the staff are:

##### Principal

1. The principal or designee will evaluate the area of accident if it is on the school grounds and will have the appropriate authorities notified.
2. Determine the severity of the emergency and decide whether the students and staff should be confined to their classrooms, evacuated or the students should be released to parents or to an authorized person.
3. The principal or designee shall notify the district superintendent/District Office.

##### Teacher

1. When the teacher has been notified of the emergency, they need to take roll. If any student is missing, they need to notify the principal or designee immediately.
2. If it is necessary to evacuate the area; move crosswind, never directly with or against the wind which may be carrying fumes. Then follow the earthquake evacuation procedures.
3. Report to the principal when all students have been released.

##### Other Staff (Certificated and Classified)

1. Report to the principal or site administrator for instructions.
2. All staff is to remain on duty until dismissed by the principal or designee.

## **Bomb Threat/ Threat Of violence**

### **BOMB THREAT OR ACTUAL DETONATION PROCEDURES**

In the event of a bomb threat, the following steps will be taken:

1. A person receiving a bomb threat is to immediately notify the Superintendent or administrator in charge. Without delay, write down the caller's statement and exact time of the call.
2. The Superintendent or designee in charge will immediately notify the Sheriff's Department (911), and the Superintendent Office (237-0437).
3. The Superintendent or designee in charge will decide if any of the campus needs to be evacuated.
4. Adult messengers will be sent to notify all certificated and classified personnel with specific instructions. Alarms will not be used if at all possible, to keep everyone calm.
5. It is important to leave conditions as they are. If lights are on, they should be left on. Switches should not be moved.
6. Staff and students who are evacuated should be moved in an orderly, calm manner to the destination determined by the Superintendent or designee. Parking lots should be avoided during the evacuation.
7. Staff and students should not return to the classrooms until the school is declared safe by the Superintendent or designee.
8. Should a bomb threat occur during the lunch period, staff members will be assigned student supervision duty.
9. A search shall be conducted only by the appropriate agency.
10. Responsible adults should be looking for things that are out of place (possibly a briefcase). Report, but do not touch, any suspicious objects. Bombs are normally placed in the perimeter and/or common areas.
11. "Walkie-talkie" type radios are not to be used during a bomb threat because handheld radios can detonate electronic devices and may set the bomb off.

If you take the call...

- a. Keep the caller on the line as long as possible.
- b. Try to get the attention of your supervisor or another employee.
- c. Ask caller, "May I have your name please" or say, "I did not get your name."
- d. Attempt to record every word spoken by the person making the call.
- e. Record exact time call was received and terminated.
- f. If caller does not indicate the location of the bomb or the time of possible detonation, the person receiving the call should ask the caller to provide this information.
- g. If the caller seems rational, you may inform him that the building is occupied and detonation of a bomb could result in death or serious injury to many innocent people.
- h. Listen for any strange or peculiar background noises such as motors running, background music and the type of music, and any other noises which might give even a remote clue as to the place from which the call is being made.
- i. Determine if voice is male or female and approximate age (man, woman, boy or girl).
- j. Listen for accents or speech impediments.
- k. Immediately after the caller hangs up, notify your supervisor and/or Superintendent.
- l. If the call was recorded, reserve the tape for evidence.
- m. Next and very importantly, immediately write a personal memo or statement of all details of the episode while they can be fully recalled.

If the threat comes in the form of a letter...

- a. Notify your immediate supervisor and/or the Superintendent.
- b. Write down:
  1. The manner in which it arrived.
  2. Who found it.
  3. Where it was found.
- c. Protect the letter as evidence by immediately placing it in the plastic baggie (Ziploc) to preserve the fingerprints. The fewer people who handle it will make for cleaner evidence.

In the event of an actual detonation, the following steps will be taken:

1. The Superintendent or designee in charge will immediately notify the Fire Department/Sheriff's Department (911), and the Superintendent/District Office (237-0437).
2. The Superintendent or designee in charge will sound the appropriate alarm for evacuation.
3. All persons are to vacate all buildings using designated routes determined by the fire drill map (see attached). Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designed escape route is blocked.
4. All doors and windows are to be closed and lights shut off as staff are exiting the buildings.
5. Staff shall give students clear direction and supervision and help maintain a calm and orderly response. Teachers are to take roll, report missing students to administrators, and provide assistance to any injured students. They are to also keep students at a safe

distance from the fire and firefighting equipment.

6. In outside assembly areas, the Superintendent, designee and/or each department head shall account for their staff, report missing staff or students, and provide assistance to any injured person(s).

7. Access roads need to be kept open for emergency vehicles.

8. Students and staff should not return to and classes until officials declare the area safe.

9. If a fire breaks out and is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

10. If there is a break or suspected break in utility lines, turn utilities off and notify utility companies.

Electricity Pacific Gas & Electricity 1-800-743-5000

Gas The Gas Company 1-800-427-2200

Telephone IT Support Ext. 4007

11. If school is closed due to damage, all employees, certificated and classified, shall remain on duty at their assigned room or station until all students are safely removed from the school site and the site administrator in charge gives the order for all employees to be released.

#### BOMB THREAT OR DETONATION PROCEDURE ROLES OF STUDENTS AND STAFF MEMBERS

In the event of a bomb threat:

##### Principal

1. Upon notification, the principal or designee will notify the Sheriff's Department (911, and the Superintendent/District Office (237-0437).
2. The principal or designee in charge will decide if any of the campus needs to be evacuated.
3. The principal or designee will have adult messengers sent to rooms to notify staff and give specific instructions for evacuation if needed.
4. The principal or designee will work with the authorities until the emergency has been resolved.

##### Teachers and Other Staff (Certificated and Classified)

1. Teachers and other staff with students who are being evacuated shall move out in an orderly, calm manner to the destination determined by the principal or designee. Parking lots should be avoided during the evacuation. Role logs should be taken to account for each student.
2. It is important to leave conditions as they are. Do not turn off lights, switches etc. as you are leaving the room
3. If the emergency occurs during recess, lunch, or passing times, the teacher/staff will move students into the nearest building or instruction them to drop to the ground depending on the proximity of the emergency event.
4. Teachers/staff will remain with the students under their supervision until the emergency is resolved and they have been given the all clear signal.

In the event of a bomb detonation:

##### Aides

1. Check in with immediate supervisor and/or principal to take direction from him/her.
2. Act as messenger and carrier, when so directed.
3. Help with the supervision of students.

##### Cafeteria Manager

1. Check in with the principal and/or superintendent/ district office to take direction from him/her.
2. Direct the use and preparation of the cafeteria stock and water supply whenever the feeding of students and staff become necessary during a disaster.

#### Office Staff

1. Check in with the principal to take direction from him/her.
2. Assist with manning telephones, if they are working.
3. Assist the school nurse as needed.
4. Act as messengers and carriers, when so directed.

#### Custodians

Custodians, grounds persons, and maintenance employees are responsible for the use of emergency equipment, the handling of supplies, and the use of available utilities.

1. Survey and report damage to the principal.
2. Help with rescue operations as required.
3. Help the fire fighting efforts until regular fire fighting personnel take over, if needed.
4. Control main shut-off valves for gas, water, and electricity and ascertain that no hazard results from broken gas lines, water mains, or fallen electrical lines. If so directed by the principal or director of maintenance, turn off utilities and intake valve on water heater.
5. Disburse supplies and equipment as needed.
6. Conserve usable water supplies.
7. Help set up emergency sanitation facilities if needed.

#### Director of Maintenance / Transportation

1. Work with superintendent/district office and principals on determining the safety of the school campuses and District Office. All buildings shall be inspected for damage, water and gas leaks, and electrical breakages. The custodians shall notify utility companies of any break or suspected break in lines which may present an additional hazard.
2. Monitor staff that is reporting to the principal.

#### Maintenance/Grounds Person

Custodians, grounds persons, and maintenance employees are responsible for the use of emergency equipment, the handling of supplies, and the use of available utilities.

1. Survey and report damage to the principal.
2. Help with rescue operations as required.
3. Help with firefighting efforts until regular fire fighting personnel take over, if needed.
4. Control main shut-off valves for gas, water, and electricity and ascertain that no hazard results from broken gas, water mains, or fallen electrical lines.
5. Disburse supplies and equipment as needed.
6. Conserve usable water supplies.
7. Help set up emergency sanitation facilities if needed.

#### Nurse

1. Administer and supervise those assisting with first aid.
2. Organize first aid and medical supplies in case of moving first aid center to safer location.
3. Check in with the principal to take direction from him/her.

#### Principal

1. If a bomb is detonated, the principal or designee shall cause the appropriate alarm to be sounded.
2. The principal or designee shall call the fire department (911) and notify the Superintendent/District Office (237-0437) of the situation.
3. Survey any damage and verify that all persons have vacated all buildings.

4. Post traffic control at school gates to keep parking lot free for emergency vehicles
5. Appoint guards to see that no unauthorized person goes back into buildings that have been evacuated until they have been declared safe.
6. In outside assembly areas, the principal or designee and/or each department head shall account for their staff, report missing persons, and provide assistance to any injured persons.
7. The principal shall set up a disaster center at a safe location for communication.
8. Direct the recovery of all disaster-related and medical supplies and equipment, if necessary.
9. If the principal or designee believes the school is damaged sufficiently to be a hazard, he/she shall notify the superintendent or designee and ask that the county or city building inspector check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.
10. The principal will insure the students and staff do not return to classes until the fire department officials declare the area is safe and the appropriate bell has been rung (one long bell) to signal the completion of the emergency.
11. If there is extensive damage and/or fire, the principal shall direct the students to be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.
12. The principal shall give the order for all certificated and classified staff to be released after all students are safely removed from the school site.
13. The principal shall keep superintendent updated on the status of events and developments.

#### Administrative Assistant – Lead

1. The lead secretary shall report to the principal for direction.
2. Provide for the safety of essential school records and documents.

#### Office Staff

1. Assist the principal and school nurse as needed.
2. Act as messengers and carriers, when so directed by the principal.

#### Students

1. Students are to remain silent while evacuating so they can hear directions from the teacher or person in charge in their room, bus, or near them.
2. Students are to follow the direction of their teacher or person in charge. They are not to leave the school grounds until they have been released to a parent or authorized person.

#### Teachers

1. The teachers are to direct all persons to vacate the classroom using designated routes determined by the fire drill map. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape routes are blocked.
2. Teachers are to be sure all doors and windows are closed and lights shut off as they are exiting. They also need to take their roll sheets with them if at all possible.
2. Teachers are in charge of all first aid for the students in their class group until an emergency first aid station is established. Students with major injuries are to remain in a safe location supervised by one teacher from a buddy group; children with minor injuries are to be cared for after evacuation. Use red flag in emergency kit to signal major first aid needs.
3. Check with buddy classes when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the children.
4. Take roll. Send notice to disaster center immediately of any student who is injured or not with class group, noting possible whereabouts, i.e., at library, absent from school, etc. Take roll periodically throughout the disaster period.
5. Note on class roster anyone who for any reason leaves the class group, i.e., to go to first aid center, disaster center, home, home of authorized person.
  - a. Teachers are asked to be specific in noting names and addresses of those to whom students are released if other than parents.
  - b. Note on records time child was released.
  - c. Record any unusual behavior or any first aid given.

6. If the child is released to anyone other than a parent or authorized person, i.e., to first aid center, write the child's name on the child in permanent ink. (The child might go into shock or become unconscious later and not be able to give name. If child is sent to medical center away from school, identification is even more essential.)
7. If school is being dismissed, report to the principal when all students have been released.

#### During an Extended Period After a Bomb Threat or Detonation

1. Assistance from community members.

Be aware that there are many member of the community who are expected to assist those at the schools during a disaster.

- a. Search and rescue volunteers.
- b. Persons with special skills or equipment.
- c. Volunteers to help teachers.

2. Encourage students to talk about their experiences and feelings.

- a. Talking is the best way for a fearful child to give expression to his/her concerns.
- b. Maintaining verbal contact with students will not only provide reassurance but will allow the anxious child the means to vent his/her apprehensions.
- c. Talking it out is absolutely essential in psychological adjustment to the disaster.

3. Reassure students of their safety.

- a. As the time period extends, remind students that they are in perhaps the safest place possible under disaster conditions.
- b. Fill in time with games, songs, stories, exercise, and rest periods.

#### Superintendent

1. Confer with the principal and if needed the police, fire department, and city officials regarding the situation at each school. Monitor status of any injuries.
2. Confer with the principal as to any action that needs to be taken to assist with the evacuation of students and staff to an alternate safe location.
3. Determine a plan if needed for the continuation of school following the disaster.

#### STRATEGIC WARNING

If there is potential biological, radiological, chemical and other terrorist activities, or heightened warning that enemy-initiated hostilities may be imminent, the notification will be by radio, television, or school communication. The warning will be communicated by radio and/or television. The warning could state that it is a notification that enemy-initiated hostilities may be imminent. No estimate can be made of the duration of a Strategic Warning condition. The warning time may vary from several minutes or hours to several days.

The Superintendent and designated administrator on site will notify staff whether school will be closed and the students picked up or the school will be placed in other emergency procedures.

#### Alert Signal (Yellow) – Attack Probable

1. Announcement of an "Emergency Action Notification" will be made by the emergency broadcast radio station.
2. This indicates confirmed information has been received that an attack by hostile forces against the North American Continent is anticipated.
3. A three to five minute steady blast on the public warning device will provide the warning.
4. The County of Fresno Civil Defense Plan established the following procedures in the event the "Alert Signal" is sounded:
  - a. Turn on the radio, if available, for information and instructions. The local station which is part of the Emergency Broadcast System is KMJ at 580 am on the radio dial.
  - b. Take cover in the best possible shelter.

#### Take Cover Signal (Red) – Attack Imminent

1. This is receipt of warning from the North American Air Defense Command (NORAD) through the office of Civil Defense Warning System. This is confirmed information that hostile forces have been detected and are committed to an attack against the North

- American Continent. This is confirmed information that the attack has taken place within the North American Continent.
2. A three minute warning or series of short blasts on a public warning device will notify the public. If possible, monitor the radio.
  3. Take precautions to minimize the possibility of persons being struck by flying objects such as glass and Venetian blinds.
  4. Take roll.
  5. Plan quiet recreational activities that will relieve tension.
  6. Remain in the cover area until other action is advised or directed by competent authority.
  7. Teachers are to remain with the students assigned to them until further notification from the Superintendent or designated administrator in charge.

#### STRATEGIC WARNING ROLES OF STAFF

If there is an announcement of an “Emergency Action Notification”, the staff will:

##### Principal

1. The principal or designee will monitor the radio for information and instructions. The local station which is part of the Emergency Broadcast System is KMJ at 580 am on the radio dial.
2. The principal or designated administrator will notify the staff whether school will be closed and the students picked up or the school placed in other emergency procedures.
3. If the school is closed, the principal or designee will give the order for all certificated and classified staff to be released after all students are safely removed from the school site.

##### Teachers and Other Staff (Certificated and Classified)

1. If a Red Attack notification is given, staff is to take precautions to minimize the possibility of persons being struck by flying objects such as glass and Venetian blinds.
2. Roll is to be taken and the principal or designee notified if students are missing. Plan quiet recreational activities that will relieve tension and keep the students calm.
3. Teachers/staff are to remain with the students assigned to them until further notification from the principal or designated administrator in charge.
4. Staff is to check in with the principal or designee for direction.

#### IDENTIFICATION OF SAFE AND INJURED STUDENTS PROCEDURE

In the event of a disaster or emergency, teachers/staff shall seek to identify safe and injured students by:

1. If the evacuation signal has not been given yet, take roll call asking for verbal responses. If students are missing, identify if they left the room or area prior to the emergency.
2. If a student(s) are trapped, listen for signals from the student(s). Training for students teaches them to knock three times repeatedly if trapped.
3. If a student is not responding verbally, verify their pulse and/or eye response.
4. If it is determined that a student is injured, write their name on the student in permanent ink. The child might go into shock or become unconscious later and may not be able to give their name. If the student is sent to a medical center away from school, identification is even more essential. Notify the principal or designee in charge, checking to see how the student will be moved to receive medical care.
5. Use a red flag from the emergency kit to signal major first aid needs whether they are on the field or in the classroom.
6. Teachers/staff should use the buddy system to help each other assisting those who have been injured.

#### RELEASING STUDENTS TO PARENTS OR GUARDIANS DURING/FOLLOWING AN EMERGENCY/DISASTER

In the event that school is to be closed due to an emergency or disaster and the students are not being released from the office, the student may be released to:

1. The student’s parent or guardian with custody by verifying the necessary documentation and having them sign the sign-out sheet.

(Sample form attached)

2. The adult has been authorized on the student's emergency card as someone to whom the student may be released when the parent or guardian cannot be reached, and the individual's identification has been verified.
3. The adult is a properly authorized law officer acting in accordance with law.
4. The adult is taking the student to emergency medical care at the request of the principal or designee.

## Bus Disaster

Regulation ORANGE CENTER SCHOOL DISTRICT  
approved: 11/8/2017 Fresno, California  
Business and Noninstructional Operations AR 3543(a)

### TRANSPORTATION SAFETY AND EMERGENCIES

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus or, if no defect or deficiency was discovered or reported, shall so indicate. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

### Passenger Restraint Systems

The Superintendent/Principal or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus manufactured on or after July 1, 2005 which is designed for carrying more than 16 passengers and the driver
2. Is a Type 2 school bus or student activity bus manufactured on or after July 1, 2004 which meets one of the following criteria:
  - a. Is designed for carrying 16 or fewer passengers and the driver
  - b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver

The Superintendent/Principal or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

AR 3543(b)

### TRANSPORTATION SAFETY AND EMERGENCIES (continued)

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger

restraint system. (5 CCR 14105)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

#### Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

#### Electronic Communications Devices

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

#### Safe Bus Operations

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

AR 3543(c)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

#### Unauthorized Entry

The Superintendent/Principal or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 - Disruptions)

#### Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent/Principal or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall address all of the following: (Education Code 39831.3)

1. Determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops

3. Boarding and exiting a school bus at a school or other trip destination

4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or youth bus

Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.

5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol (CHP). (Education Code 39831.3)

#### Parental Notifications

The Superintendent/Principal or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously

AR 3543(d)

#### TRANSPORTATION SAFETY AND EMERGENCIES (continued)

been transported in a district school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions for safely walking to and from school bus stops

(cf. 5145.6 - Parental Notifications)

#### Student Instruction

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
  - a. Proper loading and unloading procedures, including escorting by the driver
  - b. How to safely cross the street, highway, or private road
  - c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
  - d. Proper passenger conduct
  - e. Bus evacuation procedures
  - f. Location of emergency equipment

AR 3543(e)

#### TRANSPORTATION SAFETY AND EMERGENCIES (continued)

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. District name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the CHP.

(cf. 3580 - District Records)

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

#### Bus Accidents

AR 3543(f)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent/Principal or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent/Principal or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent/Principal or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

#### Cardiac Arrest

Policy 5141: Health Care And Emergencies Status: ADOPTED

Original Adopted Date: 12/14/2017 | Last Revised Date: 04/10/2019 | Last Reviewed Date: 04/10/2019

The Board of Trustees recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health, or welfare of a student at school or during school-sponsored activities.

The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when accidents and injuries to students occur and that parents/guardians are notified as appropriate.

The Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness.

District staff shall appropriately report and document student accidents.

#### Automated External Defibrillators

The Board authorizes the Superintendent or designee to place automated external defibrillators (AEDs) at designated school sites for use by school employees in an emergency.

The Superintendent or designee shall develop guidelines for employees regarding these devices and shall ensure that employees receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of an AED. The guidelines shall also specify the placement, security, and maintenance of the AED.

The authorization of AEDs in district schools shall not be deemed to create a guarantee that an AED will be present or will be used in the case of an emergency, or that a trained employee will be present and/or able to use an AED in an emergency, or that the AED will operate properly.

### **Disorderly Conduct**

Regulation ORANGE CENTER SCHOOL DISTRICT  
approved: 11/8/2017 Fresno, California  
Business and Noninstructional Operations BP 3515.2(a)

#### DISRUPTIONS

The Board of Trustees is committed to providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.

The Superintendent/Principal or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal operations at the school a school campus or any other district facility, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4158/4258/4358 - Employee Security)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131.4 - Student Disturbances)

The Superintendent/Principal or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption. The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent/Principal or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent/Principal or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

Policy ORANGE CENTER SCHOOL DISTRICT

adopted: 11/8/2017 Fresno, California

Business and Noninstructional Operations AR 3515.2(a)

#### DISRUPTIONS

The principal or designee may direct any person, except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds or school activity if:

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property. (Education Code 44810, 44811; Penal Code 626.7)

2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction. (Penal Code 415.5)

3. The person, without lawful business for being present, loiters around the school or reenters the school within 72 hours after he/she was asked to leave. (Penal Code 653b)

4. The person is required to register as a sex offender pursuant to Penal Code 290 and does not have a lawful purpose and written permission from the principal or designee to be on school grounds. (Penal Code 626.81)

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.5 - Sex Offender Notification)

5. The person is a specified drug offender, as defined in Penal Code 626.85, and does not have written permission from the principal or designee to be on school grounds. However, such specified drug offender may be on school grounds during any school activity if he/she is a student or the parent/guardian of a student attending the school. (Penal Code 626.85)

6. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of students, staff, or others while attending, arriving at, or leaving school. (Penal Code 626.8)

7. The person has otherwise established a continued pattern of unauthorized entry on school grounds. (Penal Code 626.8)

(cf. 1240 - Volunteer Assistance)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 6145.2 - Athletic Competition)

AR 3515.2(b)

#### DISRUPTIONS (continued)

The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she: (Education Code 32211; Penal Code 626.7, 626.8, 636.85)

1. Fails to leave or remains after being directed to leave

2. Returns to the campus without following the school's posted registration requirements

3. Returns within seven days after being directed to leave

(cf. 0450 - Comprehensive Safety Plan)

Whenever an individual is causing or threatening to cause a disruption at any district facility other than the school campus, the Superintendent/Principal or designee may direct that individual to leave the facility consistent with this regulation and the accompanying Board policy.

#### Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be

made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent/Principal or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)

The decision of the Superintendent/Principal or designee may be appealed to the Governing Board. Such an appeal shall be made no later than the second school day after the Superintendent/Principal or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)

In any circumstance where a person has been directed to leave a school building or ground where the Superintendent's or Board's office is situated, he/she may nevertheless enter the school building or ground solely for the purpose of making the appeal. (Education Code 32211)

## Earthquake

### EMERGENCY AND EVACUATION

#### EARTHQUAKE PREPAREDNESS MEASURES AND DRILLS

##### Earthquake Preparedness Measures and Drills

Earthquake preparedness measures and drills are important. Their purpose is to help students and teachers react immediately and appropriately at the first indication of ground shaking. Drills show students and teachers where and how to seek shelter and how to protect their heads and bodies from falling objects.

1. Anticipate what may occur during an earthquake.
2. Understand why it is important to muster self-control against the desire to scream, cry or run.
3. Learn and practice how, where, and when to take quake-safe action.

##### What to Expect

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures or hear objects wobbling on shelves. You may be jarred first by a violent jolt (similar to a sonic boom) or you may hear a low (and perhaps very loud) rumbling noise; a second or two later, you will really feel the shaking, and by this time, you will find it very difficult to move from one place to another.

It is important to take "quake-safe" action at the first indication of ground shaking. Do not wait until you are certain an earthquake is actually occurring. As the ground shaking grows stronger, danger increases. For example:

1. Free-standing cabinets and bookshelves are likely to topple. Wall-mounted objects (such as clocks and artwork) may shake loose and fly across the room.
2. Suspended ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads, and other components down with them.
3. Door frames may be bent by moving walls and may jam the doors shut. Moving walls may bend window frames, causing glass to shatter and send dangerous shards into the room.

##### Earthquake Procedures

The noise that accompanies an earthquake cannot cause physical harm. However, it may cause considerable emotional stress – especially if students are not prepared to expect the noisy clamor of moving and falling objects, shattering glass, wailing fire alarms, banging doors, and creaking walls. The noise will be frightening, but a little less so if it is anticipated.

##### Superintendent:

1. Assess the situation – inside and outside. Before giving the "All Clear" signal for evacuation, verify the following items:
  - a. That it is safe and there is no danger to assemble at the evacuation areas outside buildings and facilities.
  - b. Are there clear routes to get outside, or do alternate routes need to be taken and/or cleared first?
  - c. Decide how much evacuation is necessary – all or parts of buildings.
  - d. Choose the route(s) and the assembly place.
  - e. What is the situation with water, gas and electricity? Have the utilities been turned off?
  - f. Are there any fires and if so, have they been called into the fire department at 911?
2. Notify the District Office of the situation.

3. Determine where the emergency first aid center will be located. If the nurse is not on duty, make sure it is staffed and supplied with a first aid kit. Direct person in charge of center to keep you informed of any injuries.
4. Post traffic control at school gates to keep parking lot free for emergency vehicles.
5. Direct evacuation of buildings, using fire signals and procedures as required for fire; using a manual bell for signals in case of power failure. Use runners to communicate to teachers/classrooms as needed.
6. Appoint guards to see that no unauthorized person goes back into buildings that have been evacuated until they have been declared safe.
7. Verify that secretarial staff is monitoring radio emergency broadcasts: KMAH 89.1 FM and keeping you informed.
8. Direct the recovery of all disaster-related and medical supplies and equipment, if necessary.
9. Oversee conservation and distribution of food and water as needed.
10. If the Superintendent or designee believes the school is damaged sufficiently to be a hazard, he/she shall notify the superintendent or designee and ask that the county or city building inspector check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.
11. The Superintendent shall give the order for all certificated and classified staff to be released after all students are safely removed from the school site.
12. Keep district office updated on status of events and developments.

The Teachers Shall:

1. Remain with their class group, or report to the disaster center if they do not have a class group.
2. Teachers are in charge of all first aid for the students in their class group until an emergency first aid station is established. Students with major injuries are to remain in the classroom supervised by one teacher from a buddy group; children with minor injuries are to be cared for after evacuation. Use red flag in emergency kit to signal major first aid needs whether they are on the field or in the classroom.
3. Check with buddy classes when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the children.
4. Take roll. Send notice to disaster center immediately of any student who is not with class group, noting possible whereabouts, i.e., at library, absent from school, etc. Take roll periodically throughout the disaster period.
5. Note on class roster anyone who for any reason leaves the class group, i.e., to go to first aid center, disaster center, home, home of authorized person.
  - a. Teachers are asked to be specific in noting names and addresses of those to whom students are released if other than parents.
  - b. Note on records time child was released.
  - c. Record any unusual behavior or any first aid given.
6. If the child is released to anyone other than a parent or authorized person, i.e., to first aid center, write the child's name on the child in permanent ink. (The child might go into shock or become unconscious later and not be able to give name. If child is sent to medical center away from school, identification is even more essential.)
7. Report to the Superintendent when all students have been released.

Teachers:

During an Extended Period After an Earthquake

1. Use assistance from community members. Be aware that there are many members of the community who are expected to assist those at the schools.
  - a. Search and rescue volunteers.
  - b. Persons with special skills or equipment.
  - c. Those that have stored supplies.
  - d. Volunteers to help teachers.
2. Encourage students to talk about their experiences and feelings.
  - a. Talking is the best way for a fearful child to give expression to his/her concerns.
  - b. Maintaining verbal contact with students will not only provide reassurance but will allow the anxious child the means to vent his/her apprehensions.
  - c. Talking it out is absolutely essential in psychological adjustment to the disaster.
3. Reassure students of their safety.
  - a. As the time period extends, remind students that they are in perhaps the safest place possible under disaster conditions.
  - b. Fill in time with games, songs, stories, exercise, and rest periods.

STEP ONE:

Learn what to expect during an earthquake and prepare students to anticipate and avoid dangers.

## STEP TWO:

Discuss and demonstrate “quake-safe” actions to take in various situations. Inside or outside, when a major earthquake occurs:

### TAKE ACTION AT THE FIRST INDICATION OF GROUND SHAKING

#### If Inside, Stay Inside

In classrooms or offices, move away from windows, shelves, and heavy objects and furniture that may fall. Take cover under a table, desk, or counter. If a “shelter” is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck. If notebooks or jackets are handy, hold these over head for added protection from flying glass and ceiling debris.

#### If Outside, Stay Outside

On playground or in route to and from school, move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers that may demand movement. On the school bus, remain on the bus. Remain in your seat and hold on. (Note: Bus drivers should be instructed to stop buses away from power lines, bridges, overpasses, and buildings.)

#### More “Quake-Safe” Suggestions

Discuss with students what they should do if no adult is present in the classroom or other areas. Determine “quake-safe” actions for disabled students and discuss them with these students and other class members. Disabled students should never be excused from participating in fire or earthquake drills. They, too, need to have experience and confidence in their ability to avoid dangers. It may not be possible for students with impaired mobility to get under a desk or table. They can, however, learn to react quickly and turn away from windows; move away from light fixtures and unsecured bookcases; and use their arms or whatever is handy to protect their heads.

Teach children to use emergency whistles and (or) to knock 3 times repeatedly if trapped. Rescuers searching collapsed buildings will be listening for sounds.

Determine “quake-safe” actions for disabled students and discuss them with these students and other class members.

Disabled students should never be excused from participating in fire or earthquake drills. They, too, need to have experience and confidence in their ability to avoid dangers. It may not be possible for student with impaired mobility to get under a desk or table. They can, however, learn to react quickly and turn away from windows; move away from light fixtures and unsecured bookcases; and use their arms or whatever is handy to protect their heads.

Discuss how students can help each other. Examples of self-control are contagious. Students should be encouraged to help calm and comfort each other and to lend their shoulders to other whose knees may refuse to stop shaking.

## STEP THREE:

Conduct a classroom hazard hunt with your students. Anything that can move, fall, or break when the ground starts to shake is an earthquake hazard if it can cause physical or emotional harm. The following checklist will help you and your students identify hazards in your classroom and generate discussion on how these hazards can be reduced or avoided.

1. Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?
2. Are heavy objects removed from high shelves? (A high shelf is a shelf above the head of seated student.)
3. Are aquariums and other potentially hazardous displays located away from seating areas?
4. Is the TV monitor securely fastened to a securely fastened platform?
5. Is the TV monitor securely attached to a portable (rolling) cart with lockable wheels?
6. Is the classroom piano secured against rolling during an earthquake?
7. Are wall-mounted objects secured against falling?
8. Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?

(During an earthquake, hanging plants will behave like a pendulum.)

Conduct classroom earthquake drills and simulation exercises. The earthquake drill below is an example of standard response actions to take in classrooms. The complete earthquake drill should include post-earthquake building evacuation procedures (safety measures to take after the ground stops shaking).

#### Sample Classroom Earthquake Drill

##### Objective:

During an earthquake drill or at the first sign of ground shaking, students demonstrate their ability to react immediately and appropriately.

1. Drop and cover.
2. Turn away from windows.

3. Stay under shelter and hold on until shaking stops and you receive instructions from your teacher/person in charge.
4. Listen for instructions.

Following your command, students will:

1. Immediately take cover under desks or tables and turn away from windows. Advise students to move with their “shelters.” Desks and tables are likely to travel during strong ground shaking. Lightweight desks may topple, and students should try to keep them upright by holding on to desk legs. If there is not a table or desk near, cover face and head with your arms and crouch in an inside corner of the building.
2. Remain in sheltered position for at least 60 seconds. The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.
3. Be silent and listen to instructions. Students should be advised to anticipate the noise that accompanies an earthquake, and they should be cautioned to remain silent in order to hear your instructions.

During the earthquake drill, you (the teacher) will:

1. Take cover. When you (and other teachers) take cover, your example reinforces the importance of earthquake drills. This positive action will also assure children that adults will be safe and able to care for them.
2. Talk calmly to students. Remind students to take deep breaths to help them stay calm, or encourage them to count softly (in whisper voice).
3. Review procedure for evacuating classroom after shaking ceases.

#### Earthquake Simulation Exercises

The two earthquake simulation exercises below are designed to help reduce students’ anxieties and increase students’ confidence in their ability to take immediate “quake-safe” action. It is recommended that these exercises be carried out before conducting school-wide earthquake drills. They will aid you in preparing your students for the consequences of a major earthquake.

##### Earthquake Simulation Exercise 1:

The purpose of this exercise is to increase and reinforce students’ ability to react immediately and appropriately.

1. Prepare to time students’ response to your command, “DROP AND COVER!”
2. Issue command: “DROP AND COVER!”
3. Note response time. Most students can be safely under desks and tables within five seconds.
4. Advise students to stay (freeze) where they are; then note and immediately correct students displaying any inappropriate behavior.
5. Ask students to return to their seats.

The above exercises should be conducted when students are at their assigned places and during mobile periods (e.g., when students are at various activity stations). The purpose of varying this exercise is to convey the idea that students should take cover under the nearest shelter.

Be prepared to expect confusion during the first exercise of the latter variation. For example, some students may scramble to seek cover under their assigned desks or tables. Also, too many students may seek protection under the same “shelter”.

Students unable to reach a shelter space or “crowded out” from their chosen shelter may experience considerable anxiety, which may or may not be expressed. This problem should be discussed immediately. Students must realize that it may not be possible to find protection under furniture and should be instructed to assume other self-protecting positions as described under Step 2.

Help your students realize the importance of taking immediate self-protecting action by revealing how much time was lost in seeking shelter during the latter variation of this exercise.

##### Earthquake Simulation Exercise 2:

The purpose of this exercise is to give students more information on what to expect when the ground starts and continues to shake for up to 60 seconds.

1. Prepare to keep track of time (or assign a teacher’s aide or student to do so).
2. Prepare your students by explaining that you will be talking them through a hypothetical (imaginary) earthquake to help them understand what may happen when a real earthquake occurs.
3. “Imagine you hear a low, rumbling, roaring sound. Then, suddenly you feel a terrific jolt...like a truck just rammed into the building or like the terrific noise and vibration from a sonic boom!”
4. “The floor starts to move beneath you, making it hard to sit in your chair. If you try to stand up, it may feel like you are riding a raft down some rapids or trying to walk on a waterbed or trampoline.”  
“Now you hear someone say, ‘EARTHQUAKE! DROP AND COVER!’”
5. Begin timing. “I want everyone to DROP AND COVER now, as quickly and quietly as possible. Now listen very carefully. The shaking and noise may last up to 60 seconds or longer.” (You may wish to simulate many of the sounds mentioned below to make the effect more realistic – e.g., by dropping books, sliding chairs, shaking tables, etc.)

"The building is creaking and rattling now, books in the room are falling on the floor...hanging lamps and plants are swaying and some may fall...the windows are rattling...one window just shattered onto the floor, the desks, tables, and chairs may be sliding . Try to stay in your quake-safe position. If your shelter starts to move, hold on to its legs and move with it."

"You hear many noises...dogs may be barking...people may be shouting...the fire alarm may go off. The ground is still shaking. Inside your classroom, doors are swinging and banging, wall hangings are falling to the floor...some ceiling parts may have shaken loose...the lights may be flickering or may go out." (Have someone turn off the lights.)

"The ground has stopped shaking now."

6. End timing. "Everyone take a deep breath, remain quiet, and return to your seats."

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\* Earthquake scenario adapted from the "Hands-On Earthquake Learning Package" developed by the Environmental Volunteers, 3921 E. Bayshore Road, Palo Alto, CA 94303-4326.

#### ESSENTIAL FOLLOW-UP ACTIVITIES

Immediately following each exercise, it is imperative that students be given an opportunity to ask questions and discuss their fears and concerns. Psychologists have also recommended that other activities, such as drawing and writing about these experiences, will help to bring children's anxieties into the open for further consideration.

#### PROCEDURE

##### I. In the Event of an Earthquake

##### A. Inside the School Building:

1. Staff and students need to move away from windows, shelves, heavy objects and furniture that may fall and other potential hazards. In laboratories, burners should be extinguished if possible before taking cover.

2. Teachers should instruct students to take a drop position under a desk, table or counter. If they are not near a desk or table, drop to the floor against an interior wall and protect your head and neck with your arms. Avoid exterior walls, windows, hanging objects, mirrors, tall furniture, large appliances, and cabinets filled with heavy objects.

The "drop" procedure is considered the correct action to minimize injury in case of earthquake. Due to the fact that an earthquake strikes without warning, it would be inadvisable to attempt to evacuate classrooms immediately.

3. The "drop" procedure for pupils and staff shall be to:

a. Drop to the floor or ground, knees together, knees and forehead on the floor or ground.

b. Place elbows close to sides of face.

c. Cover back of neck with hands.

d. Turn away from windows and close eyes tightly.

e. If notebooks or jackets are handy, hold these over head for added protection from flying glass and ceiling debris.

4. While in drop position, be silent so directions can be heard above the noise of the earthquake.

5. Stay in drop position until the earthquake is over and the "All Clear" signal is given.

6. After the initial shock, things settle down and the "All Clear" signal, teachers will investigate the evacuation of the classroom, being alert to possibility of aftershocks. Prior to evacuation, account for all your students before you leave the classroom. When leaving classrooms, teachers should make every effort to take the roll book with them. Announce that nobody is to return to the room unless authorized to do so.

7. Teachers will take classes to pre-arranged places on the playgrounds and will remain there until re-entry to school buildings has been approved; they are directed to take the children elsewhere; or they have been picked up by parents or other authorized persons.

8. If students are being sent home due to extensive damage, all employees, certificated and classified, shall remain on duty at their assigned room or station until all students are safely removed from the school site and the Superintendent or designee gives the order for all employees to be released.

##### B. Outside the School Building:

1. If outside the school building or walking to or from school when an earthquake occurs:

a. Get clear of all buildings, trees, overhead power lines, power poles, exposed wires, or other hazards that may fall. The safest place is in the open.

b. Assume drop position until quake is over.

2. After the earthquake, if on the way to school, continue to school; if on the way home, continue home.

##### C. On the School Bus:

1. Drivers should immediately stop the bus away from hazards.

2. Occupants should stay in seats unless directed by the bus driver to assume drop position under seats if possible or in the aisles.

3. After the quake, if on the way to school, continue to school; if on the way delivering students home, continue to do so.
4. If conditions do not permit such continuation, send message to Superintendent/District Office or Superintendent and wait for assistance.

## II. Earthquake procedure roles of students and staff members

When there is an earthquake, all students and staff are to move away from windows and other possible hazards and take cover under a table or desk in the drop position if they are indoors. If outside, get clear of all buildings, trees, exposed wires, or other hazards what may fall, and get in the drop position. If on a bus, assume drop position under seats or in the aisles. Everyone is to stay in the drop position until the all clear signal has been given.

All employees, certificated and classified, shall remain on duty at their assigned room or station until all students are safely removed from the school site and the site administrator in charge gives the order for all employees to be released. School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100) Staff and students shall not light any stoves or burners until the area is declared safe.

### A. Aides

1. Check in with immediate supervisor and/or Superintendent to take direction from him/her.
2. Act as messenger and carrier, when so directed.
3. Help with the supervision of students.

### B. Cafeteria Manager:

1. Check in with the Superintendent and/or superintendent/district office at the command center to take direction from him/her.
2. Direct the use and preparation of the cafeteria stock and water supply whenever the feeding of students and staff become necessary during a disaster.

### C. Cafeteria Cooks and Assistants:

1. Check in with the cafeteria manager and/or Superintendent to take direction from him/her.
2. Assist with the use and preparation of the cafeteria stock and water supply whenever the feeding of students and staff become necessary during a disaster.

### D. Clerks:

1. Check in with the Superintendent to take direction from him/her.
2. Assist with manning telephones, if they are working.
3. Assist the school nurse as needed.
4. Act as messengers and carriers when so directed.

### E. Custodians:

Custodians, grounds persons, and maintenance employees are responsible for the use of emergency equipment, the handling of supplies, and the use of available utilities. Custodians shall:

1. Survey and report damage to the Superintendent.
2. Direct rescue operations as required.
3. Direct firefighting efforts until regular firefighting personnel take over.
4. Control main shut-off valves for gas, water, and electricity and ascertain that no hazard results from broken gas lines, water mains, or fallen electrical lines. If so directed by the Superintendent or director of maintenance, turn off utilities and intake valve on water heater.
5. Disburse supplies and equipment as needed.
6. Conserve usable water supplies.
7. Help set up emergency sanitation facilities if needed.

### F. Director of Maintenance:

1. Work with the superintendent/district office and the superintendent on determining the safety of the school campuses and the District Office. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The Superintendent shall notify utility companies of any break or suspected break in lines that may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities.
2. Monitor staff that is reporting to the Superintendent at each campus.

### G. District Office Staff:

1. Provide for the safety of essential school records and documents.
2. Check in with the superintendent to take direction from him/her.

### H. Learning & Guidance Director:

1. Check in with the Superintendent to take direction from him/her.
2. Assist the school nurse as needed.

### I. Maintenance/Grounds Person:

Custodians, grounds persons, and maintenance employees are responsible for the use of emergency equipment, the handling of supplies, and the use of available utilities.

1. Survey and report damage to the Superintendent.
2. Help with rescue operations as required.
3. Help fire-fighting efforts until regular firefighting personnel take over.
4. Control main shut-off valves for gas, water, and electricity and ascertain that no hazard results from broken gas, water mains, or fallen electrical lines.
5. Disburse supplies and equipment as needed.
6. Conserve usable water supplies.
7. Help set up emergency sanitation facilities if needed.

J. Nurse:

1. Administer and supervise those assisting with first aid.
2. Organize first aid and medical supplies in case of moving the first aid center to a safer location.
4. Check in with the Superintendent to take direction from him/her.

K. Superintendent:

1. Assess the situation – inside and outside. Before giving the “All Clear” signal for evacuation, verify the following items:
  - a. That it is safe and there is no danger to assemble at the evacuation areas outside buildings and facilities.
  - b. Are there clear routes to get outside, or do alternate routes need to be taken and/or cleared first?
  - c. Decide how much evacuation is necessary – all or parts of buildings.
  - d. Choose the route(s) and the assembly place.
  - e. What is the situation with water, gas and electricity? Have the utilities been turned off?
  - f. Are there any fires and if so, have they been called into the fire department at 911?
2. Notify the Superintendent/District Office of the situation.
3. Determine where the emergency first aid center will be located. If the nurse is not on duty, make sure it is staffed and supplied with a first aid kit. Direct person in charge of the center to keep you informed of any injuries.
4. Post traffic control at school gates to keep the parking lot free for emergency vehicles.
5. Direct evacuation of buildings, using fire signals and procedures as required for fire; using a manual bell for signals in case of power failure. Use runners to communicate to teachers/classrooms as needed.
6. Appoint guards to see that no unauthorized person goes back into buildings that have been evacuated until they have been declared safe.
7. Verify that secretarial staff is monitoring radio emergency broadcasts: KMAH 89.1 FM and keeping you informed.
8. Direct the recovery of all disaster-related and medical supplies and equipment, if necessary.
9. Oversee conservation and distribution of food and water as needed.
10. If the Superintendent or designee believes the school is damaged sufficiently to be a hazard, he/she shall notify the Superintendent or designee and ask that the county or city building inspector check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.
11. The Superintendent shall give the order for all certificated and classified staff to be released after all students are safely removed from the school site.
12. Keep the superintendent/district office updated on the status of events and developments.

L. Administrative Assistant:

1. Report a fire or disaster to the appropriate authorities.
2. Provide for the safety of essential school records and documents.
3. Assist the Superintendent as needed.

M. Secretarial Staff:

1. Man the telephones.
2. Monitor radio emergency broadcasts: KMAH 89.1 FM.
3. Assist the school nurse as needed.
4. Act as messengers and carriers when so directed by the Superintendent.

N. Students:

1. Students are to remain silent while in the drop position so they can hear directions from the teacher or person in charge in their room, bus, or near them.
2. Students are to follow the direction of their teacher or person in charge. They are not to leave the school grounds until they have been released to a parent or authorized person.

O. Teachers:

1. Remain with their class group, or report to the disaster center if they do not have a class group.

2. Teachers are in charge of all first aid for the students in their class group until an emergency first aid station is established. Students with major injuries are to remain in the classroom supervised by one teacher from a buddy group; children with minor injuries are to be cared for after evacuation. Use a red flag in the emergency kit to signal major first aid needs, whether they are on the field or in the classroom.
3. Check with buddy classes when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the children.
4. Take roll. Send notice to the disaster center immediately of any student who is not with the class group, noting possible whereabouts, i.e., at library, absent from school, etc. Take roll periodically throughout the disaster period.
5. Note on class roster: anyone who, for any reason, leaves the class group, i.e., to go to the first aid center, disaster center, home, or home of an authorized person.
  - a. Teachers are asked to be specific in noting names and addresses of those to whom students are released if other than parents.
  - b. Note on records the time the child was released.
  - c. Record any unusual behavior or any first aid given.
6. If the child is released to anyone other than a parent or authorized person, i.e., to first aid center, write the child's name on the child in permanent ink. (The child might go into shock or become unconscious later and not be able to give name. If child is sent to medical center away from school, identification is even more essential.)
7. Report to the Superintendent when all students have been released.

## Explosion or Risk Of Explosion

### Explosion or Risk of Explosion Response Plan

#### Purpose

The purpose of this plan is to outline procedures to prevent, prepare for, respond to, and recover from an explosion or risk of explosion on or near campus. This plan is designed to protect students, staff, and visitors and aligns with California Education Code requirements for Comprehensive School Safety Plans.

#### Scope

This plan applies to all school buildings, playgrounds, parking areas, and any off-campus activities under school supervision, including preschool and TK–8 settings.

#### ~Potential Explosion Hazards

~Potential risks may include, but are not limited to:

~Gas leaks (natural gas, propane)

~Chemical storage or laboratory materials (if applicable)

~Maintenance equipment or fuel storage

~Construction-related activities near campus

~Suspicious packages or devices

~Nearby industrial, transportation, or utility incidents

#### Prevention and Preparedness

Conduct regular inspections of gas lines, utility connections, and mechanical systems.

Ensure proper storage, labeling, and handling of any chemicals or flammable materials.

Maintain clear evacuation routes and keep fire lanes unobstructed.

Train staff annually on recognizing warning signs such as gas odors, hissing sounds, or suspicious objects.

Coordinate with local fire, law enforcement, and utility providers.

Age-appropriate drills and instruction for students, including preschool and TK–8, emphasizing calm behavior and following adult directions.

#### Immediate Response Procedures

If an explosion occurs or there is a credible risk of explosion:

Call 911 immediately and provide clear details of the situation.

Do not activate fire alarms if there is a suspected gas leak, unless directed by emergency responders.

Evacuate immediately if safe to do so, moving students and staff away from the affected area and upwind if possible.

Avoid use of electrical switches, phones, or devices in the immediate area of a suspected gas leak.

Account for all students and staff once at the evacuation site.

Provide additional assistance for students with disabilities, preschool-aged children, and others requiring support.

Lockdown or Shelter-in-Place (If Directed)

Follow instructions from emergency responders.

Close doors and windows, turn off HVAC systems if possible.

Keep students calm and supervised.

Communication

The Administrator or designee will serve as the Incident Commander until emergency responders arrive.

Staff will not share information with media or families unless authorized.

Families will be notified through the school's established communication systems as soon as it is safe to do so.

Recovery and Continuity

Do not re-enter buildings until cleared by fire or law enforcement officials.

Provide counseling and emotional support for students and staff as needed.

Conduct an incident review to identify lessons learned and update procedures.

Training and Review

This plan will be reviewed annually as part of the Comprehensive School Safety Plan process.

Staff training will be documented and updated regularly.

Compliance

This plan is intended to comply with California Education Code Sections 32280–32289 and applicable local emergency response protocols.

## Extreme Weather

Purpose

The purpose of this plan is to establish procedures for preventing, preparing for, responding to, and recovering from extreme weather conditions that may impact the safety of students, staff, and visitors. This plan is a required component of the California Comprehensive School Safety Plan and is aligned with California Education Code Sections 32280–32289.

Scope

This plan applies to all school operations, including classrooms, offices, playgrounds, outdoor learning areas, and school-sponsored activities, and includes specific considerations for preschool, TK–8 students.

Types of Extreme Weather Conditions

~Extreme weather events may include, but are not limited to:

~Extreme heat

~Severe storms (heavy rain, flooding, high winds)

~Power outages related to weather

~Poor air quality (smoke, dust, pollution)

~Cold weather or frost conditions

~Drought-related conditions

Prevention and Preparedness

Monitor weather alerts and advisories from the National Weather Service and local emergency agencies.

Maintain buildings, roofs, drainage systems, and outdoor structures to reduce weather-related hazards.

Ensure emergency supplies are available, including water, first aid kits, and communication tools.

Identify shaded areas, indoor alternatives, and shelter locations.

Train staff annually on extreme weather procedures and supervision expectations.

Provide age-appropriate instruction to students, with additional guidance and support for preschool and TK–8 students.

~Extreme Heat Procedures

Modify or limit outdoor activities when temperatures or heat index reach unsafe levels.  
Increase access to water and encourage frequent hydration breaks.  
Utilize shaded areas or move activities indoors as needed.  
Monitor students closely for signs of heat-related illness, with special attention to younger students.

#### ~Severe Storms and High Winds

Monitor conditions and suspend outdoor activities when conditions become unsafe.  
Secure outdoor equipment and close playgrounds if necessary.  
Move students indoors and away from windows.  
Follow evacuation or shelter-in-place instructions as directed by local authorities.

#### ~Flooding or Heavy Rain

Avoid flooded areas and keep students away from standing water.  
Adjust arrival, dismissal, or transportation plans as needed.  
Follow local emergency guidance regarding evacuation or campus closure.

#### ~Poor Air Quality (Smoke or Pollution)

Monitor Air Quality Index (AQI) levels.  
Limit or suspend outdoor activities when air quality reaches unhealthy levels.  
Keep students indoors and close windows and doors when recommended.  
Accommodate students with respiratory conditions as needed.

#### ~Cold Weather Conditions

Modify outdoor activities during extreme cold or frost.  
Ensure students are appropriately dressed and supervised.  
Monitor for signs of cold-related illness.

#### ~Power Outages

Ensure supervision and safety during loss of lighting or HVAC systems.  
Implement backup communication procedures.  
Adjust schedules or dismiss students early if conditions warrant.

#### Communication

The Administrator or designee will monitor conditions and make operational decisions.  
Staff will be informed promptly of weather-related changes.  
Families will be notified using established communication systems.  
Staff will not release information to media unless authorized.

#### Recovery and Continuity

Resume normal operations only after conditions are deemed safe.  
Inspect facilities for damage prior to reopening affected areas.  
Provide emotional support and reassurance to students, particularly preschool and younger students.

#### Training and Review

This plan will be reviewed annually and updated as needed.  
Staff training and drills will be documented as part of the Comprehensive School Safety Plan.

#### Compliance

This plan is intended to comply with California Education Code Sections 32280–32289 and applicable state and local emergency response guidelines.

## Fire in Surrounding Area

### Fire Near a School

In the event of a fire near the school, the on-site administrator in charge shall determine the need for students to leave the classrooms.

### Fire Drills

The principal shall cause the fire alarm signal to be sounded and the PA system to be tested at least once every month.

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level.

1. The principal shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers, and other employees shall vacate all buildings using designated routes determined by the fire drill map (see attached). Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
3. All doors and windows are to be closed and lights shut off as staff are exiting the buildings.
4. Teachers shall ascertain that no student remains in the building.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

### FIRE PROCEDURE ROLES OF STUDENTS AND STAFF MEMBERS

#### Aides

1. Check in with the immediate supervisor and/or principal to take direction from him/her.
2. Act as messenger and carrier when so directed.
3. Help with the supervision of students.

#### Cafeteria Manager

1. Check in with the principal and/or superintendent/district office to take direction from him/her.
2. Direct the use and preparation of the cafeteria stock and water supply whenever the feeding of students and staff becomes necessary during a disaster.

#### Cafeteria Cooks and Assistants

1. Check in with the cafeteria manager and/or principal to take direction from him/her.
2. Assist with the use and preparation of the cafeteria stock and water supply whenever the feeding of students and staff becomes necessary during a disaster.

#### Clerks

1. Check in with the principal to take direction from him/her.
2. Assist with manning telephones, if they are working.
3. Assist the school nurse as needed.
4. Act as messengers and carriers when so directed.

#### Custodians

Custodians, grounds persons, and maintenance employees are responsible for the use of emergency equipment, the handling of supplies, and the use of available utilities.

1. Survey and report damage to the principal.
2. Help with rescue operations as required.
3. Help the firefighting efforts until regular firefighting personnel take over.
4. Control main shut-off valves for gas, water, and electricity and ascertain that no hazard results from broken gas lines, water mains, or fallen electrical lines. If so directed by the principal or director of maintenance, turn off utilities and intake valve on water heater.
5. Disburse supplies and equipment as needed.
6. Conserve usable water supplies.
7. Help set up emergency sanitation facilities if needed.

#### Director of Maintenance

1. Work with the superintendent/district office and principals on determining the safety of the school campuses and the District Office. All buildings shall be inspected for water and gas leaks and electrical breakages. The custodians shall notify utility companies of any break or suspected break in lines that may present an additional hazard.
2. Monitor the staff that reports to the principal.

#### Learning & Guidance Director

1. Check in with the principal to take direction from him/her.
2. Assist the school nurse as needed.

#### Maintenance/Grounds Person

Custodians, grounds persons, and maintenance employees are responsible for the use of emergency equipment, the handling of supplies, and the use of available utilities.

1. Survey and report damage to the principal.
2. Help with rescue operations as required.
3. Help with firefighting efforts until regular firefighting personnel take over.
4. Control main shut-off valves for gas, water, and electricity and ascertain that no hazard results from broken gas, water mains, or fallen electrical lines.
5. Disburse supplies and equipment as needed.
6. Conserve usable water supplies.
7. Help set up emergency sanitation facilities if needed.

#### Nurse

1. Administer and supervise those assisting with first aid.
2. Organize first aid and medical supplies in case of moving the first aid center to a safer location.
3. Check in with the principal to take direction from him/her.

#### Principal

1. If a fire is reported to the office, the principal or designee shall direct the fire alarm to be sounded, the fire department to be notified by dialing 911, and notify the Superintendent/District Office (922-4015) of the situation.
2. Verify that all persons have vacated all buildings.
3. Post traffic control at school gates to keep the parking lot free for emergency vehicles.
4. Appoint guards to see that no unauthorized person goes back into buildings that have been evacuated until they have been declared safe.
5. In outside assembly areas, the principal or designee and/or each department head shall account for their staff, report missing persons, and provide assistance to any injured persons.
6. The principal shall set up a disaster center at a safe location for communication.
7. Direct the recovery of all disaster-related and medical supplies and equipment, if necessary.
8. If the principal or designee believes the school is damaged sufficiently to be a hazard, he/she shall notify the superintendent or

designee and ask that the county or city building inspector check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.

9. The principal will ensure the students and staff do not return to classes until the fire department officials declare the area is safe and the bell has been rung (one long bell) to signal the completion of the emergency.

10. If the fire is extensive, the principal shall direct the students to be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

11. The principal shall give the order for all certificated and classified staff to be released after all students are safely removed from the school site.

12. The principal shall keep the superintendent/district office updated on the status of events and developments.

#### Secretary – Lead or Full Time

1. The secretary shall report to the principal for direction, sound the alarm, and call 911.

2. Provide for the safety of essential school records and documents.

#### Secretarial Staff

1. Assist the principal and school nurse as needed.

2. Act as messengers and carriers when so directed by the principal.

#### Students

1. Students are to remain silent while evacuating so they can hear directions from the teacher or person in charge in their room, bus, or near them.

2. Students are to follow the direction of their teacher or the person in charge. They are not to leave the school grounds until they have been released to a parent or authorized person.

#### Teachers

1. The teachers are to direct all persons to vacate the classroom using the designated routes determined by the fire drill map.

Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape routes are blocked.

2. Teachers are to be sure all doors and windows are closed and lights shut off as they are exiting. They also need to take their roll sheets with them if at all possible.

2. Teachers are in charge of all first aid for the students in their class group until an emergency first aid station is established. Students with major injuries are to remain in a safe location supervised by one teacher from a buddy group; children with minor injuries are to be cared for after evacuation. Use a red flag in the emergency kit to signal major first aid needs.

3. Check with buddy classes when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the children.

4. Take roll. Send notice to the disaster center immediately of any student who is injured or not with the class group, noting possible whereabouts, i.e., at the library, absent from school, etc. Take roll periodically throughout the disaster period.

5. Note on class roster: anyone who, for any reason, leaves the class group, i.e., to go to the first aid center, disaster center, home, or home of an authorized person.

a. Teachers are asked to be specific in noting names and addresses of those to whom students are released if other than parents.

b. Note on records the time the child was released.

c. Record any unusual behavior or any first aid given.

6. If the child is released to anyone other than a parent or authorized person, i.e., to a first aid center, write the child's name on the child in permanent ink. (The child might go into shock or become unconscious later and not be able to give their name. If a child is sent to a medical center away from school, identification is even more essential.)

7. If school is being dismissed, report to the principal when all students have been released.

#### During an Extended Period After a Fire:

1. Assistance from community members.

Be aware that there are many members of the community who are expected to assist those at the schools during a disaster.

- a. Search and rescue volunteers.
- b. Persons with special skills or equipment.
- c. Volunteers to help teachers.

2. Encourage students to talk about their experiences and feelings.

- a. Talking is the best way for a fearful child to give expression to his/her concerns.
- b. Maintaining verbal contact with students will not only provide reassurance but will allow the anxious child the means to vent his/her apprehensions.
- c. Talking it out is absolutely essential in psychological adjustment to the disaster.

3. Reassure students of their safety.

- a. As the time period extends, remind students that they are in perhaps the safest place possible under disaster conditions.
- b. Fill in time with games, songs, stories, exercise, and rest periods.

Superintendent/District Office

1. Confer with the principal and, if needed, the police, fire department, and city officials regarding the situation at each school. Monitor the status of any injuries.
2. Confer with the principal as to any action that needs to be taken to assist with the evacuation of students and staff to an alternate safe location.
3. Determine a plan, if needed, for the continuation of school following the disaster.

### **Fire on School Grounds**

FIRE PROCEDURES AR 3516.1 Adopted 11/08/17

When a fire is discovered in any part of the school, the following actions shall be taken:

The Superintendent/Principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)

The Superintendent/Principal or designee shall call 911.

All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.

Staff shall give students clear direction and supervision and help maintain a calm and orderly response.

In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.

In outside assembly areas, the Superintendent, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

## Flooding

### Extreme Weather Conditions Response Plan

#### Purpose

The purpose of this plan is to establish procedures for preventing, preparing for, responding to, and recovering from extreme weather conditions that may impact the safety of students, staff, and visitors. This plan is a required component of the California Comprehensive School Safety Plan and is aligned with California Education Code Sections 32280–32289.

#### Scope

This plan applies to all school operations, including classrooms, offices, playgrounds, outdoor learning areas, and school-sponsored activities, and includes specific considerations for preschool, TK–8 students.

#### Types of Extreme Weather Conditions

~Extreme weather events may include, but are not limited to:

~Extreme heat

~Severe storms (heavy rain, flooding, high winds)

~Power outages related to weather

~Poor air quality (smoke, dust, pollution)

~Cold weather or frost conditions

~Drought-related conditions

#### Prevention and Preparedness

Monitor weather alerts and advisories from the National Weather Service and local emergency agencies.

Maintain buildings, roofs, drainage systems, and outdoor structures to reduce weather-related hazards.

Ensure emergency supplies are available, including water, first aid kits, and communication tools.

Identify shaded areas, indoor alternatives, and shelter locations.

Train staff annually on extreme weather procedures and supervision expectations.

Provide age-appropriate instruction to students, with additional guidance and support for preschool and TK–8 students.

#### ~Extreme Heat Procedures

Modify or limit outdoor activities when temperatures or heat index reach unsafe levels.

Increase access to water and encourage frequent hydration breaks.

Utilize shaded areas or move activities indoors as needed.

Monitor students closely for signs of heat-related illness, with special attention to younger students.

#### ~Severe Storms and High Winds

Monitor conditions and suspend outdoor activities when conditions become unsafe.

Secure outdoor equipment and close playgrounds if necessary.

Move students indoors and away from windows.

Follow evacuation or shelter-in-place instructions as directed by local authorities.

#### ~Flooding or Heavy Rain

Avoid flooded areas and keep students away from standing water.

Adjust arrival, dismissal, or transportation plans as needed.

Follow local emergency guidance regarding evacuation or campus closure.

#### ~Poor Air Quality (Smoke or Pollution)

Monitor Air Quality Index (AQI) levels.

Limit or suspend outdoor activities when air quality reaches unhealthy levels.

Keep students indoors and close windows and doors when recommended.

Accommodate students with respiratory conditions as needed.

#### ~Cold Weather Conditions

Modify outdoor activities during extreme cold or frost.

Ensure students are appropriately dressed and supervised.

Monitor for signs of cold-related illness.

#### ~Power Outages

Ensure supervision and safety during loss of lighting or HVAC systems.

Implement backup communication procedures.

Adjust schedules or dismiss students early if conditions warrant.

#### Communication

The Administrator or designee will monitor conditions and make operational decisions.

Staff will be informed promptly of weather-related changes.

Families will be notified using established communication systems.

Staff will not release information to media unless authorized.

#### Recovery and Continuity

Resume normal operations only after conditions are deemed safe.

Inspect facilities for damage prior to reopening affected areas.

Provide emotional support and reassurance to students, particularly preschool and younger students.

#### Training and Review

This plan will be reviewed annually and updated as needed.

Staff training and drills will be documented as part of the Comprehensive School Safety Plan.

#### Compliance

This plan is intended to comply with California Education Code Sections 32280–32289 and applicable state and local emergency response guidelines.

### **Loss or Failure Of Utilities**

#### ~Power Outages

Ensure supervision and safety during loss of lighting or HVAC systems.

Implement backup communication procedures.

Adjust schedules or dismiss students early if conditions warrant.

### **Motor Vehicle Crash**

#### Purpose

The purpose of this plan is to establish procedures for preventing, preparing for, responding to, and recovering from a motor vehicle crash that occurs on or near school grounds or during school-related activities. This plan is a required component of the California Comprehensive School Safety Plan and is aligned with California Education Code Sections 32280–32289.

#### Scope

This plan applies to all school operations, including parking lots, drop-off and pick-up areas, playground perimeters, adjacent roadways, school transportation activities, and school-sponsored off-campus events. The plan includes specific considerations for preschool, TK–8 students.

#### Potential Motor Vehicle Crash Scenarios

~Motor vehicle incidents may include, but are not limited to:

~Vehicle collisions in parking lots or drop-off/pick-up zones

~Vehicles striking pedestrians, students, or staff

- ~School bus or van accidents
- ~Vehicles entering restricted or secured areas of campus
- ~Accidents involving bicycles, scooters, or other mobility devices

#### Prevention and Preparedness

- Maintain clear traffic flow patterns and signage in parking and loading areas.
- Assign staff supervision during arrival and dismissal times.
- Conduct regular inspections of gates, fencing, curbs, and barriers.
- Coordinate traffic safety planning with local law enforcement when appropriate.
- Train staff annually on traffic supervision, emergency response, and student supervision expectations.
- Provide age-appropriate traffic safety instruction to students, with additional supervision for preschool and TK–8 students.

#### Immediate Response Procedures

If a motor vehicle crash occurs:

- Call 911 immediately and provide the exact location and nature of the incident.
- Ensure scene safety by stopping nearby traffic if safe to do so and keeping students and bystanders away from the area.
- Provide first aid within the scope of staff training until emergency responders arrive.
- Do not move injured individuals unless there is an immediate safety threat.
- Account for all students and provide supervision, reassurance, and age-appropriate support.
- Preserve the scene for emergency responders and law enforcement.

#### Transportation-Related Incidents (Off-Campus)

- The supervising staff member will contact 911 and school administration immediately.
- Follow transportation provider emergency protocols if applicable.
- Maintain student supervision and keep students together and calm.

#### Communication

- The Administrator or designee will serve as Incident Commander until emergency responders arrive.
- Staff will not provide statements or share information with media or families unless authorized.
- Families will be notified using established school communication systems as soon as practical and appropriate.

#### Lockdown, Evacuation, or Shelter-in-Place (If Needed)

- Follow instructions from emergency responders.
- Evacuate or secure areas of campus as directed to maintain student safety.

#### Recovery and Follow-Up

- Resume normal operations only after the area is secured and cleared by authorities.
- Provide counseling or emotional support for students and staff as needed.
- Complete required incident documentation and reporting.
- Review the incident to identify improvements to traffic safety and response procedures.

#### Training and Review

- This plan will be reviewed annually and updated as needed.
- Staff training and drills related to traffic safety and emergency response will be documented.

#### Compliance

- This plan is intended to comply with California Education Code Sections 32280–32289 and applicable state and local safety and emergency response requirements

## **Pandemic**

### Policy 0470: COVID-19 Mitigation Plan Adopted 5/15/2020

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the order shall govern.

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

The Board recognizes that students and staff have the right to a safe campus that protects their physical and psychological health and well-being. School campuses shall only be open when deemed safe for in-person instruction. The Board's decision to reopen school campuses for classes, before or after school programs, child care centers, and/or preschool programs shall be made in consultation with state and local health officials, the county office of education, and neighboring school districts. The district shall evaluate its capacity to implement safety precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, and community input.

Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.

#### Student Support

The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning, impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.

As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.

Staff shall pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.

As needed, the district may provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced-price meal program or assistance under the McKinney-Vento Homeless Assistance Act.

The Superintendent or designee shall ensure that staff understand their obligations as mandated reporters to report suspected child abuse or neglect, regardless of whether the student is on campus or participating in distance learning.

The Superintendent or designee may provide information to staff and parents/guardians regarding how to provide mental health support to students. The Superintendent or designee may also provide counseling to staff who are experiencing emotional difficulties as a result of COVID-19.

#### Instruction/Schedules

The district shall offer a combination of on-campus instruction and distance learning to meet the needs of all students.

The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the Board a schedule of on-campus instruction for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the district shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.

For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based

distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.

Appropriate training shall be provided to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.

#### Evaluation of Academic Progress Following Campus Closure

Upon return to on-campus instruction following an extended campus closure, the Superintendent or designee shall evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

Address student-specific needs arising from the transition back into on-campus instruction

Consider whether or not a student has experienced a regression of skills and/or lack of progress

If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The Superintendent or designee shall ensure district compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.

#### Grading

For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Board may, upon recommendation by the Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level or type of course. Options for such grading include, but are not limited to:

Assignment of final grades based on the student's grades when the campus shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments

Assignment of pass/no pass grades for all courses

Grading based on students' understanding of applicable course content through assessments, projects, portfolios, or other appropriate means

#### Health Screening of Students

To the extent feasible, students shall be screened for COVID-19 symptoms before boarding a school bus and/or upon arrival at school each day. The Superintendent or designee shall work with local health officials to determine the appropriate means of screening, which may include temperature checks with a no-touch thermometer.

If the screening indicates a fever or other COVID-19 symptoms, or if the student exhibits symptoms at any time during the school day, the student shall be placed in a supervised isolation area until the student's parent/guardian is contacted and the student can be transported home or to a health care facility. School staff may provide the parent/guardian with referrals to school or community health centers for further testing.

#### Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students following the reopening of school campuses. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives so as to curtail the spread of the disease.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202)

Students who are identified as being in a high-risk population for serious complications from COVID-19 because of a medical condition may request assessment and accommodations under Section 504 and/or an alternative instructional method that allows the student to continue receiving instruction off campus.

When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted, but is not required.

If a student would otherwise be required to attend on-campus instruction but is kept home by the parents/guardians due to

concerns for the welfare of their child, the principal or designee shall work with the student and parent/guardian to find alternative means of instruction, which may include distance or blended learning, independent study, printed class assignments, or other reasonable means.

The Superintendent or designee shall maintain enrollment and student attendance data, including the participation of students in distance learning, and shall report data in accordance with state requirements.

The district employee designated as the attendance supervisor pursuant to Education Code 48240 shall track patterns of student absence throughout the district and regularly report such information to the Superintendent. When a student who is participating in distance learning repeatedly fails to check in with the teacher when required, the teacher and/or attendance supervisor shall attempt to contact the student or parent/guardian to resolve the issues leading to the absence.

### Social Distancing

In order to maintain a campus environment that allows for social distancing, the district shall assess the capacity of school facilities, including classrooms, cafeterias, multi-purpose rooms, gyms, and outdoor areas, and determine the means by which the facilities can best be utilized considering space and time alternatives. To the extent reasonably possible, the district may:

Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other

Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes

Mark six-foot boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by social distancing requirements

Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking six-foot boundaries

Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries

Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment

Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with social distancing objectives

Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in phases or per class, or modified in a manner that would keep participants from violating social distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if social distancing can be maintained.

### Personal Protective Equipment and Hygiene Practices

The Board encourages students, staff, and visitors to wear PPE while on school campuses or school buses, especially in high-traffic areas and/or when social distancing is not possible. If the use of PPE in schools is required by state or local health officials, the district shall provide PPE to students and staff who do not bring their own personal PPE. Students and staff shall be provided instruction in the proper use, removal, disposal, and cleaning of PPE.

Face coverings shall not be required for children younger than two years, or for anyone who has trouble breathing or is incapacitated or otherwise unable to remove the covering without assistance. Reasonable accommodations shall be made for anyone who is unable to wear a face covering for medical reasons.

The Board also encourages students and staff to practice good hygiene, such as appropriate covering of coughs and sneezes and regular hand washing of at least 20 seconds, including before eating and after blowing one's nose, coughing, or sneezing. The district shall provide adequate time and opportunity for students to wash hands, and shall make hand sanitizer available in areas where handwashing is less accessible. Signage regarding healthy hygiene practices and how to stop the spread of COVID-19 may be posted in and around school facilities.

### Sanitization of Facilities and Equipment

School facilities, school buses, and shared equipment such as desks, tables, sports/playground equipment, computers, door handles, light switches, and other frequently used equipment and supplies shall be cleaned and disinfected daily with appropriate cleaning agents. Disinfectants and cleaning agents shall be stored properly and in a manner not accessible to students.

The Superintendent or designee shall ensure that ventilation systems are operating properly and that air flow and ventilation within district facilities is increased, to the extent possible, by opening windows and doors and using fans and air conditioning. Garbage shall be removed daily and disposed of safely.

#### Food Services

The Superintendent or designee shall ensure that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition.

For meals that are consumed on school grounds, the Superintendent or designee shall ensure that students will be able to maintain proper social distancing while eating. In order to do so, the Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.

Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.

Due to the changing financial circumstances of many families as a result of COVID-19, the Superintendent or designee shall regularly provide information to students and parents/guardians regarding the free and reduced-price meal program, eligibility, and how to apply for the program.

#### Staff

Prior to reopening campuses, the Superintendent or designee shall review staff assignments and, upon request, may reassign employees to reduce exposure to the virus, especially for high-risk staff. When feasible for the position, employees may be granted a remote work assignment.

In the event that employees are unable to perform their duties due to partial or full closure of campuses, the Board shall compensate employees as permitted by law.

Any employee who contracts the virus, shows symptoms of possible infection, or is caring for someone who has been diagnosed with the virus shall self-quarantine for the period of time recommended by health authorities in order to prevent the spread of the disease to students or other staff.

An employee may use personal illness and injury leave and/or family care and medical leave, as applicable, if the employee is unable to work or telework because the employee is ill or needs to take care of a spouse, parent/guardian, or child with COVID-19 or other serious health condition. (Education Code 44978, 45191; Government Code 12945.1-12945.2; Labor Code 245-249; 29 USC 2601-2654)

Until December 31, 2020, an eligible employee may take paid sick leave for up to 80 hours, or the number of hours that a part-time employee works on average over a two-week period, if the employee is unable to work or telework because the employee is: (29 USC 2601)

Subject to a federal, state, or local quarantine or isolation order related to COVID-19

Advised by a health care provider to self-quarantine due to concerns related to COVID-19

Experiencing symptoms of COVID-19 and seeking a medical diagnosis

Caring for an individual who is subject to a federal, state, or local quarantine or isolation order or has been advised by a health care provider to self-quarantine

Caring for the employee's child whose school or child care provider is closed or unavailable for reasons related to COVID-19

Experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services

Employees shall be paid their regular rate of pay for leave taken pursuant to items #1-3 above, or two-thirds their regular rate of pay for leave taken pursuant to items #4-6 above, within the limits specified in law. (29 USC 2601)

For the purpose specified in item #5 above, eligible employees who have been employed by the district for at least 30 calendar days shall be granted extended leave for up to 12 work weeks upon request. The first 10 days of such leave shall be unpaid unless the employee uses accrued vacation leave, personal leave, sick leave, or paid sick leave granted pursuant to 29 USC 2601. After the first 10 days, the district shall pay not less than two-thirds of the employee's regular pay for the number of hours per week the employee normally works, with a maximum of \$200 per day and \$10,000 for the total period. Eligibility for extended leave for this purpose is subject to the employee's eligibility for leave pursuant to the Family and Medical Leave Act. (29 USC 2601, 2620)

The district shall post, in conspicuous places where employee notices are customarily posted, a notice prepared by the U.S. Department of Labor regarding the requirements of 29 USC 2601 and 2620. (29 USC 2601)

#### Follow-Up with Infected Persons/Contact Tracing

The Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students, their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness. The Superintendent or designee shall report confirmed cases to local health authorities.

If a student, family member of a student, or staff member has tested positive for COVID-19, the district shall assist local health officials in conducting contact-tracing to identify potentially exposed individuals and ask them to self-quarantine, which may include not participating in on-campus instruction. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.

#### Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135) Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff. (Education Code 49450)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on COVID status, exposure, or high-risk status.

#### Community Relations

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for keeping students, staff, and visitors safe during the COVID-19 state of emergency. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and volunteers are encouraged to respect guidelines regarding social distancing and large gatherings. School visitors and volunteers shall be limited in number and expected to observe all district protocols for COVID-19. The Superintendent or designee may place signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.

Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the district to minimize the health risks associated with COVID-19.

#### Potential Reclosure of Campus

The district shall monitor student and staff absences and data provided by local health officials to determine if there is a risk of resurgence of COVID-19 and a need to reclose school campuses for the protection of students, staff, and the community. The Superintendent or designee shall develop plans and procedures for alternative methods of operations to the extent possible in the event that reclosure becomes necessary.

If any person diagnosed with COVID-19 is known to have been in district building(s), the Superintendent or designee shall immediately notify local health officials to determine a course of action. The building should be closed until cleaning and disinfecting of the building can be completed and the district can consult with local health officials to determine, based on up-to-date information about the specific cases in the community, whether an extended closure is needed to stop or slow further spread of COVID-19.

If local health officials report that there has been no community transmission of COVID-19, or minimal to moderate transmission in the community, school campuses may not necessarily be closed, but the district shall continue to take all preventative measures

described in this policy.

If local health officials report substantial community transmission of COVID-19, campus closures of more than two weeks may be necessary, and the Superintendent or designee shall cancel group activities and events during that period. Campuses shall not reopen until recommended by local health officials.

## **Psychological Trauma**

Policy 5141.5: Mental Health, Adopted 10/14/2020

The Governing Board recognizes that students' emotional well-being and mental health contribute to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to build students' resiliency skills, help students cope with life challenges, and reduce the stigma associated with mental illness.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

The Superintendent or designee shall provide school staff with information and training to recognize the early signs of an emerging mental health condition, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, and link students with effective services and supports. Such information may also be provided to parents/guardians and families.

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

## **Suspected Contamination of Food or Water**

Drinking Water

The quality and safety of the district's drinking water sources shall be regularly assessed.

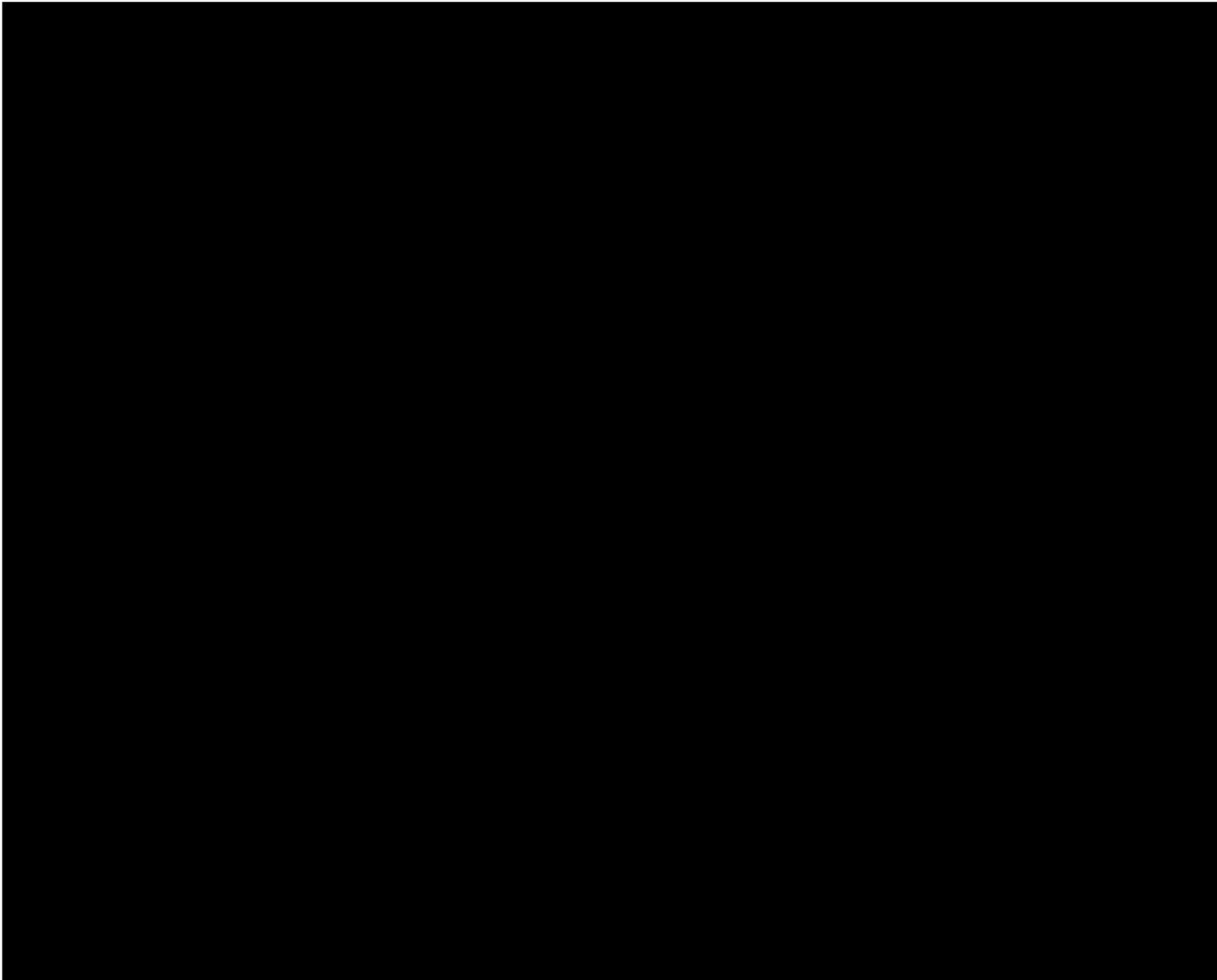
Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards in 40 CFR 141.80 and 22 CCR 64678, water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented.

Whenever levels of arsenic, bacteria, or other contaminants in the drinking water are determined to be a concern, the Superintendent/Principal or designee may recommend basic filtration or pipe flushing when feasible.

Until drinking water is assured to be safe, the Superintendent/Principal or designee may explore alternatives, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day. As needed, he/she also may encourage appropriate governmental agencies to conduct regular testing of the water quality in the district school and to implement strategies to improve water quality in the community.

Drinking fountains in the school shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.

Lead Exposure



## Unlawful Demonstration or Walkout

Policy ORANGE CENTER SCHOOL DISTRICT  
adopted: 12/14/2018 Fresno, California  
Students BP 5131.4(a)

### STUDENT DISTURBANCES

The Board of Trustees desires to provide an orderly campus that creates a positive school environment and is conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent/Principal or designee may request law enforcement assistance.

The Superintendent/Principal or designee shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing the school's plan, the Superintendent/Principal or designee shall consult with local law enforcement authorities to create guidelines for law enforcement support and intervention.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5131.5 - Vandalism and Graffiti)

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the Superintendent and invoke the school disturbance response plan.

(cf. 4131 - Staff Development)

(cf. 5136 - Gangs)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.9 - Hate-Motivated Behavior)

Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board policy and administrative regulations.

(cf. 3515 - Campus Security)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Policy ORANGE CENTER SCHOOL DISTRICT  
adopted: 12/14/2017 Fresno, California  
Students AR 5131.4(a)

### STUDENT DISTURBANCES

#### Prohibited Activities

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting,

challenging another to fight, or using offensive words likely to provoke a fight

(cf. 3515 - Campus Security)

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

(cf. 5145.2 - Freedom of Speech/Expression)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

a. Organizing or participating in unauthorized assemblies on school premises

b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises

c. Interfering with or unauthorized use of the district's computer system

(cf. 6163.4 - Student Use of Technology)

3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel

4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity

Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

## Emergency Evacuation Map

