



# Orange Center School District

3530 S. Cherry Ave • Fresno, California 93706 • (559)237-0437 • Fax (559)237-9380

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*Terry M. Hirschfield Superintendent*

## **Employee Handbook Receipt Acknowledgement** **School Year: 2023-2024**

By signing this document I, \_\_\_\_\_ am verifying that I have received access to the district's policies for the following:

- District and Site Information
- District Policy and Regulations
- Human Resources
- Child Abuse Reporting Procedure
- Emergency Disaster Preparedness & Fire Drills
- Lockdown Procedures
- Staff Requisition Form

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

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**Board of Trustees:**

**Ernestine Gonzalez, President • Melinda Morales, Vice President •  
Veronica Salazar, Clerk • Panfilo Cerrillo, Member •  
Rosa DePew, Member**

## MISSION STATEMENT

Orange Center strives to develop productive citizens who have a general knowledge and appreciation of the world around them. Our goals are to encourage students to accept responsibilities as members of a group, to promote and create a life-long 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.

ORANGE CENTER SCHOOL DISTRICT

3530 S. CHERRY AVENUE

FRESNO, CA 93706

(559) 237-0437

[www.orangecenter.org](http://www.orangecenter.org)

**EMERGENCY NUMBERS**

Emergency	911
Fire	911
Ambulance	911
Fresno County Sheriff's Dispatch	488-3111
Poison Control Center	1-(800) 222-1222
P.G. & E. – Electrical Lines	1-(800) 743-5000
The Gas Co. – Gas Lines	1-(800) 427-2200

Frontline Substitute finder is available to you 24 hours a day, 7 days a week

<https://app.frontlineeducation.com>

Toll free at 1-800-942-3767

<b>ROOM</b>	<b>STAFF MEMBER</b>	<b>EXT.</b>
Office	Terry Hirschfield	126
Office	Elena Alvarez	127
Office	Jeff Potter	128
Office	Mary Ann Espinoza	130
Office	Ruby Marquez	131
Preschool	Maria Hernandez	129
1	Patricia Cortes	101
2	Eudelia Moreno	102
3	Jasmine Manzo	103
4	Graviela Sanchez	104
5	Brenda Godinez	105
6	Guadalupe Arriaga	106
7	Staff Room	107
8	Nurse, Monica Julian (Psych)	108
9	Oralia Mirelez & Alyssa Jimenez (Speech)	109
10	Bob Workentine	110
11	Jennifer Juarez	111
12	Patricia Bloodgood	138
13	Saul Pamatz	113
14	Jose Martinez	114
15	Rogelio Trevino	115
16	Dalinda Langley	116
17	Rebecca Alvey Medina (All 4 Youth)	117
18	Reading Int. 4-8th	118
19	Christy Xiong	119
20	Edgar Rodriguez	120
21	Hannah Yoder	121
Library	Maria F. Chavez	122
Cafeteria	Maria DeLaTorre	124
1B	ASP	125

# ORANGE CENTER SCHOOL DISTRICT POLICIES AND PROCEDURES

## STUDENT SUPERVISION

Students are not to be left unsupervised at any time.

## COPYING OF MATERIAL

A copy machine is located in the teacher's workroom for staff to use to reproduce instructional material. Please keep the copy area clean and report any copy machine problems to the office. Remember, all copyright laws are to be followed.

## SCHOOL VEHICLES

A Field Trip Request Form must be submitted and approved by the Superintendent and Maintenance/Transportation Supervisor ten days in advance if the use of school transportation is needed. School vehicles are to be used for school business only and may not be used for personal use. Drivers are required to provide a copy of a valid driver's license and proof of insurance to be cleared through the district.

## CORRIDOR PASSES

Corridor passes must be used when sending students to the office, restroom, or library. Students are not to be out of class without a corridor pass.

## TARDY SLIPS

Tardy slips will be issued to each student, by the office staff, for students who have arrived late. Students are not to be admitted to class without a tardy slip after the tardy bell.

## LIBRARY USAGE & HOURS

Teachers may take their entire class to the library to conduct research during their scheduled library time. **The teacher must remain with their students at all times to supervise the students while in the library.**

## LIBRARY HOURS

Teachers will receive a library schedule with their designated library time.

## DAILY BULLETIN

Daily announcements will be made at the beginning of the day. Any class, club, or student body advisor wishing to schedule a meeting or have an announcement made must contact the superintendent, get written approval and turn in a Morning Announcement Form into the main office. You may acquire a form in room 7 or in the office.

ORANGE CENTER SD  
Orange Center Elementary School  
TO:

Teachers only

We have the pleasure of notifying you that ORANGE CENTER SD is using a service from Frontline Education that greatly simplifies the process of recording and managing absences and finding substitutes. The Frontline Absence Management solution will be available to you 24 hours a day, 7 days a week and can be accessed via internet and phone.

#### Web Access

You will receive a personal invitation email with the subject line: **ORANGE CENTER SD invites you to Absence Management**. If you have an existing Frontline ID account click "Sign In with your Frontline ID." Otherwise, click "Create a Frontline ID." Enter a username, password, email address, and click "I accept the terms and conditions." Then click "Create Frontline ID" and you are in! For more information on creating your Frontline ID click [here](#).

To access the Frontline website go to <https://app.frontlineeducation.com>. Here you can enter absences, check your absence schedule, update personal information, and upload your lesson plans for substitutes to view online.

#### Mobile App Access

After you have created your Frontline ID, you can download the Frontline Education mobile app. The four-digit invitation code is 7354. After entering the invitation code, enter your Frontline ID credentials to sign in. For more information regarding the mobile app click [here](#).

#### Dial-in Access

You can call Frontline toll-free at 1-800-942-3767. Simply follow the voice menu to enter and manage absences. We recommend that you call in to check the computer recording of your name and title. To do this, press Option 5 and follow the prompts.

Your ID and PIN for dial-in access are as follows:

- ID
- PIN

**Note: You are NOT required to create a Frontline ID for dial-in access (you automatically have dial-in access). However, to access the website, you must create a Frontline ID via your personal invitation email.**

\*When entering an absence, please wait until you receive a confirmation number before you terminate the phone call. **Your transaction is not complete until you receive a confirmation number.**

We are confident that you will find the Frontline experience beneficial and enjoyable.

If you have any questions, concerns, or comments, please contact Michele Smith by phone or email as listed below.

Thank you,

Michele Smith  
Human Resources  
[msmith@orangecenter.org](mailto:msmith@orangecenter.org)  
(559) 237-0437

# Orange Center School District

## DISTRICT CALENDAR 2023-2024

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
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24	25	26	27	28	29	30
31						

APRIL						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY						
S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### VACATIONS AND HOLIDAYS

Independence Day	July 4 <sup>th</sup> , 2023
Labor Day	September 4 <sup>th</sup> , 2023
Veterans Day	November 10 <sup>th</sup> , 2023
Thanksgiving Break	November 20 <sup>th</sup> -24 <sup>th</sup> , 2023
Christmas Break	December 18 <sup>th</sup> -29 <sup>th</sup> , 2023
Teacher Inservice Day	January 1 <sup>st</sup> -5 <sup>th</sup> , 2024
Martin Luther King, Jr. Day	January 8 <sup>th</sup> , 2024
Lincoln's Birthday	January 15 <sup>th</sup> , 2024
President's Day	February 12 <sup>th</sup> , 2024
Spring Break	February 19 <sup>th</sup> , 2024
Memorial Day	March 25 <sup>th</sup> - April 1 <sup>st</sup> , 2024
Juneteenth	May 27 <sup>th</sup> , 2024
	June 19 <sup>th</sup> , 2024

	First & Last Day of 2023-24
	Vacations & Holidays
	Teacher Work Days
	Teacher Inservice Day

Instructional Days = 181  
 Teacher Work Day = 1  
 Teacher Work Year  
 Teacher In-service Day = 3  
 Days  
 185

**Board Approved**  
 March 8, 2023

### MINIMUM DAY: Every Monday

Dismissal at 1:30 p.m. (Preschool – 8<sup>th</sup> Grade)

Staff Professional Development Days

With exceptions: December 11, 2023

March 18, 2024

June 3, 2024

### OTHER MINIMUM DAY:

Dismissal at 1:30 p.m. (Preschool – 8<sup>th</sup> Grade)

December 15, 2023

March 22, 2024

June 7, 2024

### GRADING PERIODS

#### 1<sup>st</sup> Trimester

Progress Report: September 26, 2023

End of Trimester: November 7, 2023

Parent/Teacher Conferences: November 13 – 17, 2023

#### 2<sup>nd</sup> Trimester

Progress Report: January 19, 2024

End of Trimester: March 5, 2024

Parent/Teacher Conferences: March 11 – 15, 2024

#### 3<sup>rd</sup> Trimester

Progress Report: April 24, 2024

End of Trimester (Report Card): June 7, 2024

Rm. 0  
Preschool  
Hernandez

Main/ Transp	1B ASP	Rm. 1 TK/K D.I. Cortes
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Rm. 2 TK/K Moreno	Rm. 3 1/2nd DI Manzo	Rm. 4 1 <sup>st</sup> Sanchez	Rm. 5 2 <sup>nd</sup> Godinez	Rm. 6 2/3rd DI Ariaga	Boys Girls
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Staff Restroom Staff Restroom	Rm. 7 Staff Lounge	Rm. 8 Psych. Nurse	Rm. 9 Speech services Reading Int.	Rm. 10 4 <sup>th</sup> Workentine	Rm. 11 3 <sup>rd</sup> Juarez
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Cafeteria

Rm. 12 Bloodgood	Rm. 13 4 <sup>th</sup> /5 <sup>th</sup> D.I. Pamatz	Rm. 14 5 <sup>th</sup> Martinez	Rm. 15 RSP Trevino	Rm. 16 Computer Tech. Center Langley	Boys Girls
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Office		
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Boys Girls	Rm. 17 All 4 Youth	Rm. 18 4-8th Reading Int.	Rm. 19 6 <sup>th</sup> Xiong	Rm. 20 7/8th Rodriguez	Rm. 21 7/8 <sup>th</sup> Tapia
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Supply room

Library  
F. Chavez

Patio



## Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at the [Filing a Program Discrimination Complaint as a USDA Customer page](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

(2) fax: 202-690-7442; or

(3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

# **Orange Center SD**

## **Administrative Regulation**

### **Sexual Harassment**

AR 4219.11

#### **Personnel**

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

### Training

The Superintendent/Principal 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 available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

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

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

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

# Orange Center SD

## Board Policy

### Sexual Harassment

BP 4219.11

#### Personnel

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

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

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(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/Principal 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.

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

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

**Legal Reference:**

**EDUCATION CODE**

200-262.4 Prohibition of discrimination on the basis of sex

**GOVERNMENT CODE**

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

**LABOR CODE**

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

**CODE OF REGULATIONS, TITLE 2**

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

**CODE OF REGULATIONS, TITLE 5**

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

**UNITED STATES CODE, TITLE 42**

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

**CODE OF FEDERAL REGULATIONS, TITLE 34**

106.9 Dissemination of policy

**COURT DECISIONS**

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

**Management Resources:**

**OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS**

GENERAL

Protecting Students from Harassment and Hate Crime, January 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy ORANGE CENTER SCHOOL DISTRICT

adopted: December 14, 2017      Fresno, California

# **Orange Center SD**

## **Administrative Regulation**

### **Sexual Harassment**

AR 4119.11

#### **Personnel**

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

### Training

The Superintendent/Principal 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 available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

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

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

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

# Orange Center SD

## Board Policy

### Sexual Harassment

BP 4119.11

#### Personnel

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

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(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/Principal 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.

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS

GENERAL

Protecting Students from Harassment and Hate Crime, January 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy ORANGE CENTER SCHOOL DISTRICT

adopted: December 14, 2017      Fresno, California

# Orange Center SD

## Exhibit

### Employee Use Of Technology

E 4040

#### Personnel

#### ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (EMPLOYEES)

The Orange Center School District authorizes district employees to use technology owned or otherwise provided by the district as necessary to fulfill the requirements of their position. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all employees to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that employees may access through the system.

The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use of the system.

Each employee who is authorized to use district technology shall sign this Acceptable Use Agreement as an indication that he/she has read and understands the agreement.

#### Definitions

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

#### Employee Obligations and Responsibilities

Employees are expected to use district technology safely, responsibly, and primarily for work-related purposes. Any incidental personal use of district technology shall not interfere with district business and operations, the work and productivity of any district employee, or the safety

and security of district technology. The district is not responsible for any loss or damage incurred by an employee as a result of his/her personal use of district technology.

The employee in whose name district technology is issued is responsible for its proper use at all times. Employees shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned. Employees shall not gain unauthorized access to the files or equipment of others, access electronic resources by using another person's name or electronic identification, or send anonymous electronic communications. Furthermore, employees shall not attempt to access any data, documents, emails, or programs in the district's system for which they do not have authorization.

Employees are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, or otherwise use material that is discriminatory, defamatory, obscene, sexually explicit, harassing, intimidating, threatening, or disruptive
2. Disclose or in any way cause to be disclosed confidential or sensitive district, employee, or student information without prior authorization from a supervisor
3. Engage in personal commercial or other for-profit activities without permission of the Superintendent/Principal or designee
4. Engage in unlawful use of district technology for political lobbying
5. Infringe on copyright, license, trademark, patent, or other intellectual property rights
6. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission, changing settings on shared computers)
7. Install unauthorized software
8. Engage in or promote unethical practices or violate any law or Board policy, administrative regulation, or district practice

#### Privacy

Since the use of district technology is intended for use in conducting district business, no employee should have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses within the jurisdiction of the district. Such monitoring/recording may occur at any time without prior notice for any legal purposes

including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Employees should be aware that, in most instances, their use of district technology (such as web searches or emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by an employee on district technology does not create a reasonable expectation of privacy.

#### Personally Owned Devices

If an employee uses a personally owned device to access district technology or conduct district business, he/she shall abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

#### Records

Any electronically stored information generated or received by an employee which constitutes a district or student record shall be classified, retained, and destroyed in accordance with BP/AR 3580 - District Records, BP/AR 5125 - Student Records, or other applicable policies and regulations addressing the retention of district or student records.

#### Reporting

If an employee becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, he/she shall immediately report such information to the Superintendent/Principal or designee.

#### Consequences for Violation

Violations of the law, Board policy, or this Acceptable Use Agreement may result in revocation of an employee's access to district technology and/or discipline, up to and including termination. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

#### Employee Acknowledgment

I have received, read, understand, and agree to abide by this Acceptable Use Agreement, BP 4040 - Employee Use of Technology, and other applicable laws and district policies and regulations governing the use of district technology. I understand that there is no expectation of privacy when using district technology or when my personal electronic devices use district technology. I further understand that any violation may result in revocation of user privileges, disciplinary action, and/or appropriate legal action.

I hereby release the district and its personnel from any and all claims and damages arising from



my use of district technology or from the failure of any technology protection measures employed by the district.

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
(Please print)

School/Work Site: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Exhibit  
version: December 14, 2017

ORANGE CENTER SCHOOL DISTRICT  
Fresno, California

# Orange Center SD

## Board Policy

### Employee Use Of Technology

BP 4040

#### Personnel

The Board of Trustees recognizes that technological resources enhance employee performance by offering effective tools to assist in providing a quality instructional program; facilitating communications with parents/guardians, students, and the community; supporting district and school operations; and improving access to and exchange of information. The Board expects all employees to learn to use the available technological resources that will assist them in the performance of their job responsibilities. As needed, employees shall receive professional development in the appropriate use of these resources.

- (cf. 0440 - District Technology Plan)
- (cf. 1100 - Communication with the Public)
- (cf. 1113 - District and School Web Sites)
- (cf. 1114 - District-Sponsored Social Media)
- (cf. 4032 - Reasonable Accommodation)
- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

Employees shall be responsible for the appropriate use of technology and shall use district technology primarily for purposes related to their employment.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
- (cf. 4119.21/4219.21/4319.21 - Professional Standards)
- (cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
- (cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)
- (cf. 5125 - Student Records)
- (cf. 5125.1 - Release of Directory Information)
- (cf. 6162.6 - Use of Copyrighted Materials)
- (cf. 6163.4 - Student Use of Technology)

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

The Superintendent/Principal or designee shall establish an Acceptable Use Agreement which outlines employee obligations and responsibilities related to the use of district technology. Upon employment and whenever significant changes are made to the district's Acceptable Use Agreement, employees shall be required to acknowledge in writing that they have read and agreed to the Acceptable Use Agreement.

Employees shall not use district technology to access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, sexually explicit, or unethical or that promotes any activity prohibited by law, Board policy, or administrative regulations.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The Superintendent/Principal or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. The Superintendent/Principal or designee may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose. (20 USC 6777; 47 USC 254)

The Superintendent/Principal or designee shall annually notify employees in writing that they have no reasonable expectation of privacy in the use of any equipment or other technological resources provided by or maintained by the district, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, even when provided their own password. To ensure proper use, the Superintendent/Principal or designee may monitor employee usage of district technology at any time without advance notice or consent and for any reason allowed by law.

In addition, employees shall be notified that records maintained on any personal device or messages sent or received on a personal device that is being used to conduct district business may be subject to disclosure, pursuant to a subpoena or other lawful request.

Employees shall report any security problem or misuse of district technology to the Superintendent/Principal or designee.

Inappropriate use of district technology may result in a cancellation of the employee's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulation.

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

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

Legal Reference:

EDUCATION CODE

52295.10-52295.55 Implementation of Enhancing Education Through Technology grant program

GOVERNMENT CODE

3543.1 Rights of employee organizations

PENAL CODE

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

VEHICLE CODE

23123 Wireless telephones in vehicles

23123.5 Mobile communication devices; text messaging while driving

23125 Wireless telephones in school buses

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:

6777 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

COURT DECISIONS

City of Ontario v. Quon et al. (2010) 000 U.S. 08-1332

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

American Library Association: <http://www.ala.org>

California Department of Education: <http://www.cde.ca.gov>

Federal Communications Commission: <http://www.fcc.gov>

U.S. Department of Education: <http://www.ed.gov>

Policy ORANGE CENTER SCHOOL DISTRICT

adopted: December 14, 2017      Fresno, California

# **Orange Center SD**

## **Board Policy**

### **Drug And Alcohol-Free Workplace**

BP 4020

#### **Personnel**

The Board of Trustees believes that the maintenance of a drug- and alcohol-free workplace is essential to staff and student safety and to help ensure a productive and safe work and learning environment.

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

An employee shall not unlawfully manufacture, distribute, dispense, possess, or use any controlled substance in the workplace. (Government Code 8355; 41 USC 8103)

Employees are prohibited from being under the influence of controlled substances or alcohol while on duty. For purposes of this policy, on duty means while an employee is on duty during both instructional and noninstructional time in the classroom or workplace, at extracurricular or cocurricular activities, or while transporting students or otherwise supervising them. Under the influence means that the employee's capabilities are adversely or negatively affected, impaired, or diminished to an extent that impacts the employee's ability to safely and effectively perform his/her job.

(cf. 4032 - Reasonable Accommodation)

The Superintendent/Principal or designee shall notify employees of the district's prohibition against drug use and the actions that will be taken for violation of such prohibition. (Government Code 8355; 41 USC 8103)

An employee shall abide by the terms of this policy and shall notify the district, within five days, of his/her conviction for violation in the workplace of any criminal drug statute. (Government Code 8355; 41 USC 8103)

The Superintendent/Principal or designee shall notify the appropriate federal granting or contracting agency within 10 days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace. (41 USC 8103)

In accordance with law and the district's collective bargaining agreements, the Superintendent/Principal or designee shall take appropriate disciplinary action, up to and including termination, against an employee for violating the terms of this policy and/or shall require the employee to satisfactorily participate in and complete a drug assistance or rehabilitation program approved by a federal, state, or local public health or law enforcement

agency or other appropriate agency.

(cf. 4112 - Appointment and Conditions of Employment)  
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4212 - Appointment and Conditions of Employment)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

#### Drug-Free Awareness Program

The Superintendent/Principal or designee shall establish a drug-free awareness program to inform employees about: (Government Code 8355; 41 USC 8103)

1. The dangers of drug abuse in the workplace
2. The district's policy of maintaining a drug-free workplace
3. Available drug counseling, rehabilitation, and employee assistance programs

(cf. 4159/4259/4359 - Employee Assistance Programs)

4. The penalties that may be imposed on employees for drug abuse violations occurring in the workplace

#### Legal Reference:

##### EDUCATION CODE

44011 Controlled substance offense  
44425 Conviction of controlled substance offenses as grounds for revocation of credential  
44836 Employment of certificated persons convicted of controlled substance offenses  
44940 Compulsory leave of absence for certificated persons  
44940.5 Procedures when employees are placed on compulsory leave of absence  
45123 Employment after conviction of controlled substance offense  
45304 Compulsory leave of absence for classified persons

##### GOVERNMENT CODE

8350-8357 Drug-free workplace

##### UNITED STATES CODE, TITLE 20

7111-7117 Safe and Drug Free Schools and Communities Act

##### UNITED STATES CODE, TITLE 21

812 Schedule of controlled substances

##### UNITED STATES CODE, TITLE 41

8101-8106 Drug-Free Workplace Act

##### CODE OF FEDERAL REGULATIONS, TITLE 21

1308.01-1308.49 Schedule of controlled substances

##### COURT DECISIONS

Cahoon v. Governing Board of Ventura USD, (2009) 171 Cal.App.4th 381

Ross v. RagingWire Telecommunications, Inc., (2008) 42 Cal.4th 920

Management Resources:

WEB SITES

California Department of Alcohol and Drug Programs: <http://www.adp.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Labor: <http://www.dol.gov>

Policy ORANGE CENTER SCHOOL DISTRICT

adopted: December 14, 2017      Fresno, California

# **Orange Center SD**

## **Board Policy**

### **Uniform Complaint Procedures**

BP 1312.3

#### **Community Relations**

The Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital,



pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

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

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

8. Any complaint, by or on behalf of a former juvenile court school student who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173.3 - Education for Juvenile Court School Students)

9. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

10. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

11. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

12. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent/Principal or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent/Principal or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if

appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent/Principal or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent/Principal or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 - District Records)

#### Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination  
222 Reasonable accommodations; lactating students  
8200-8498 Child care and development programs  
8500-8538 Adult basic education  
18100-18203 School libraries  
32289 School safety plan, uniform complaint procedures  
35186 Williams uniform complaint procedures  
48853-48853.5 Foster youth  
48985 Notices in language other than English  
49010-49013 Student fees  
49060-49079 Student records  
49069.5 Rights of parents  
49490-49590 Child nutrition programs  
51210 Courses of study grades 1-6  
51223 Physical education, elementary schools  
51225.1-51225.2 Foster youth, homeless children, and former juvenile court school students;  
course credits; graduation requirements  
51228.1-51228.3 Course periods without educational content  
52060-52077 Local control and accountability plan, especially:  
52075 Complaint for lack of compliance with local control and accountability plan  
requirements  
52160-52178 Bilingual education programs  
52300-52490 Career technical education  
52500-52616.24 Adult schools  
54400-54425 Compensatory education programs  
54440-54445 Migrant education  
54460-54529 Compensatory education programs  
56000-56867 Special education programs  
59000-59300 Special schools and centers  
64000-64001 Consolidated application process  
GOVERNMENT CODE  
11135 Nondiscrimination in programs or activities funded by state  
12900-12996 Fair Employment and Housing Act  
PENAL CODE  
422.55 Hate crime; definition  
422.6 Interference with constitutional right or privilege  
CODE OF REGULATIONS, TITLE 2  
11023 Harassment and discrimination prevention and correction  
CODE OF REGULATIONS, TITLE 5  
3080 Application of section  
4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX of the Education Amendments of 1972

6301-6577 Title I basic programs  
6801-7014 Title III language instruction for limited English proficient and immigrant students  
7101-7184 Safe and Drug-Free Schools and Communities Act  
7201-7283g Title V promoting informed parental choice and innovative programs  
7301-7372 Title V rural and low-income school programs  
12101-12213 Title II equal opportunity for individuals with disabilities  
UNITED STATES CODE, TITLE 29  
794 Section 504 of Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42  
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy Act  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
CODE OF FEDERAL REGULATIONS, TITLE 34  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Notification of nondiscrimination on the basis of age

**Management Resources:**

**U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS**

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

**U.S. DEPARTMENT OF JUSTICE PUBLICATIONS**

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <http://familypolicy.ed.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

**Policy ORANGE CENTER SCHOOL DISTRICT**

adopted: November 8, 2017 Fresno, California

ORANGE CENTER SCHOOL DISTRICT  
HUMAN RESOURCES

Sick Leave

Employees employed on a ten (10) month basis are entitled to ten (10) days sick leave each school year. Employees employed on a twelve (12) month basis are entitled to twelve (12) days sick leave each school year. Unused sick leave shall be carried over from school-year to school-year. The district will provide each employee with an accrued leave report upon request from the employee.

For absences of three (3) days or more, the District may require a medical doctor's authorization to return to work.

Certificated unit members must contact the Frontline calling system or designated employee responsible for securing substitutes as soon as the need to be absent is known but in no event less than 7:00 a.m., on the morning of the absence to permit the employer time to secure a substitute. Failure to provide adequate notice may be grounds for denial of leave with pay.

1. If continued absence is anticipated, the school office should be contacted by the absent employee prior to 3:30 p.m., and Unit members must contact the Frontline Substitute Calling System in order to secure services of the substitute for the following day.
2. When an employee is absent due to unforeseen illness the employee should complete the absence slip on the day they return to work and in all cases no later than two days after the absence was taken. For planned leave please complete the absence request as soon as possible.

EMPLOYEE AND DISTRICT SAFETY

For safety reasons – Any time any employee experiences any medical condition (on or off duty) that may affect their ability to safely, effectively or thoroughly perform their job description essential duties, that employee must report that condition to their Supervisor and/or Business Manager before returning to work.

Anytime any Supervisor is aware of any such medical condition of an employee or any absence by any employee for any medical reason that Supervisor must: report that absence and the medical condition to the Business Manager no later than close of business that business day.

PAYROLL

Employees are paid on the last working day of each month. While school is in session checks may be picked up from the Business Manager after 10:00 a.m., during breaks checks will be held in the district office and can be picked up or they will be mailed after 4:00 p.m., unless other

arrangements have been made. This district has been set up for paperless check stubs, all employees have been urged to use Automatic Payroll Deposit (APD), and an authorization form can be obtained from the Business Manager. Instructions on setting up your DMS Employee Account are included in this handbook. It is important that all employees set up their DMS account.

Direct deposit is available for both regular and supplemental payrolls. Any changes to direct deposit must be done in writing, if an APD cannot be credited to an account because it has been closed the bank will reject the APD and reroute it back to the issuing bank, This process may take several days and will be subject to a bank processing fee, the employee agrees that if this happens they will wait for funds to be received by the employer before receiving a payroll check. Please notify the District Office of any changes to the account as soon as possible to avoid any disruption in the direct deposit process.

#### DEFERRED PAYMENTS

All 10/11 month employees are paid out over a 12 month period. Ten month employees will have the first paycheck on September 30 and August being the last in the contract school year. Eleven month employees will have the first paycheck on August 31<sup>st</sup> and July 31<sup>st</sup> will be the deferred check with the amount of funds held out during the months accordingly. For qualifying employees your insurance co-payment is deducted from your paycheck on your first through last month of service in each school year.

# DMS District Fact Sheets

- DMS can be accessed from any computer with internet access, including your home computer (for Fresno County <https://dms.fcoe.org> or for Madera County <https://maderadms.fcoe.org>).
- DMS protects your identity by requiring you to use a 4-digit 'digital signature' or PIN number when performing operations. (A valid username and password is also required to enter the system.)
- DMS allows you to access personal information, such as your emergency contact information, personal, physician, payroll history, credentials (certificated only), TB expiration date and electronic paystub.
- DMS Training videos are available from a link on the login web page for employees to view whenever they want and at their own pace. Videos available for viewing are: Creating Your User Account, DMS Overview, Submitting DMS Leave Forms, DMS for Supervisors and Attendance Administrators.
- The Leave items are only available if the employee's district is participating in the Absence/Leave program.

**Your Action Items**

No Action Items are currently pending. [View Recent Activity](#)

**Your Leave Request Forms**

You currently have 3 open Leave Request Forms. [View Open Requests](#) [View Recent Activity](#) [Create New Request](#)

**Your Available Leave**

Leave Type	Hrs/Days
Sick Leave	196.00
Personal Necessity	56.00
Vacation	10.64
Personal Necessity - Conf	0.00

**Used Leave Breakdown - Past Three Months**

Bar chart showing leave usage for Mar, Apr, and May. The Y-axis represents hours/days from 0 to 60. The X-axis shows the months Mar, Apr, and May. A legend indicates different leave types: Sick (S), Personal Necessity (PN), and Vacation (V).

**Your TB Test Is Expired As Of**  
Wednesday, June 13, 2007

## DMS District Set Up

### District Set Up Steps:

- 1) District will need to inform the IS&T department of one of the selected E-Stub option below:
  - a. District elect that all employees on APD will no longer receive paper checks and can obtain copies of their paystubs through the electronic paystub option in the DMS system.
  - b. Allow employees on APD to decide if they just want the E-Stub option instead of paper check stub.
- 2) Inform all employees of their options and provide them their County ID so they can establish an employee account on DMS. IS&T can provide reports or a letter template with employees' County ID that district can mail directly to employees.
- 3) The following information are recommended as part of the communication packet provided to employees
  - a. E-Stub Employee Letter
  - b. DMS Employee Account Set Up
  - c. Information for employees interested in changing from paper check to APD



# DMS Employee Account Set Up

- **Employees with an existing DMS account** will be able to view their electronic paystub immediately regardless of their pay selection, automatic payroll deposit or paper check. Employees may request for their user name or password if they have their County ID. Employees may contact their DMS district contact person for their County ID. The district DMS contact person can be found in the DMS contact section (located on the left navigation tool).
- **New users** will need their County ID and the last 4 digit of their social security number. The County ID can be provided by the district's DMS contact person. The district DMS contact person can be found in the DMS contact section (located on the left navigation tool).
- DMS requires a minimum of 6 characters for your password. The password must contain at least one upper case character and one number with no special characters.
- All employees will be able to access their e-stub regardless if they participated in the automatic payroll deposit (APD) or receive a paper check during that period.
- If the district elect to no longer issue paper check stub, employees on APD will only receive the electronic paystub. Therefore, it is important that they establish a DMS account in order to access their electronic paystub.
- **How to Set Up a DMS Account**
  - 1) Obtain County ID (*The district DMS contact person can be found in the DMS contact section (located on the left navigation tool. A letter of instruction will also be mailed to all employees that will show the county identification number)*)
  - 2) Log into <https://dms.fcoe.org> from any computer with Internet connection
  - 3) Select the link to "ARE YOU USING DMS FOR THE FIRST TIME? IF SO, CLICK HERE"



## District Management Systems User Login

**Username:**

[Forgot your username?](#)

**Password:**

[Forgot your password?](#)

Login

Are you using DMS for the first time? If so, **click here.**



**This is a corporate intranet to be used by authorized personnel only.**

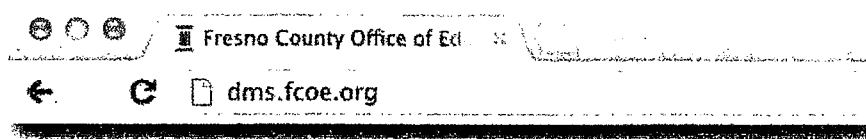
- 4) Enter in your County ID and last four digit of your social security number
- 5) Employee may be prompted to verify or complete missing personal information
- 6) Select Search Payroll History to view all E-stub
- 7) Employees can elect to receive email notification when new E-stub is available by clicking on the Change Payroll Setting option

County ID

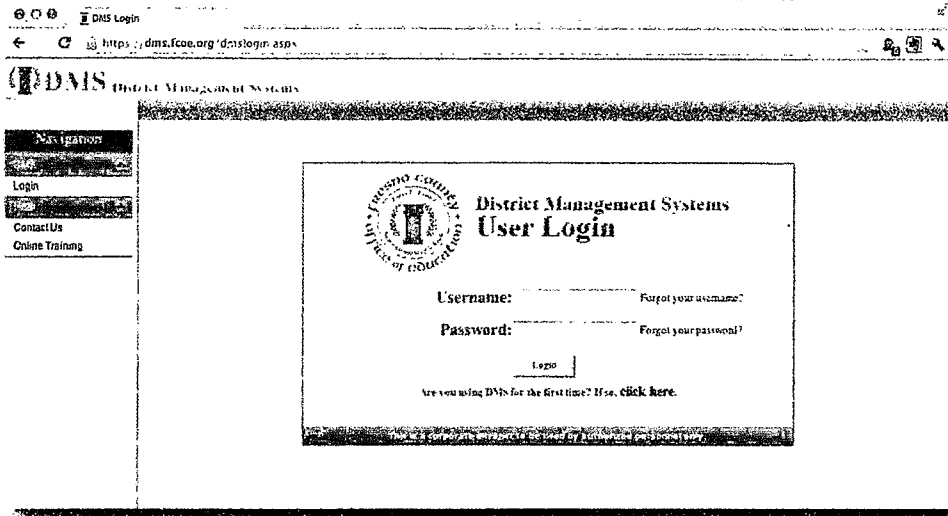
(Please contact Michele Smith  
in the district office for ID #)

## Accessing DMS

1. Launch a web browser and type "dms.fcoe.org" in the address bar. Press **Enter**.



2. You will be taken to the DMS login page.

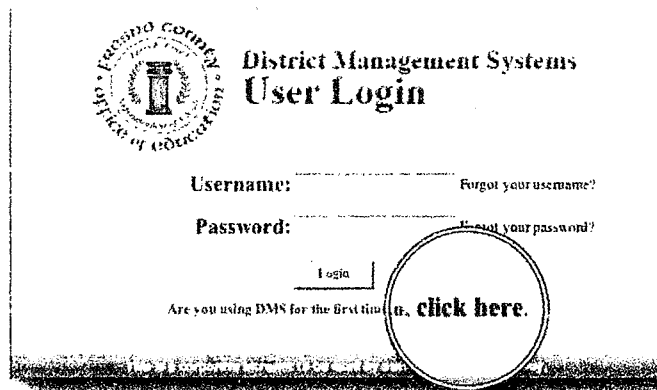


3. From the Login page you can setup a new user account, if you don't already have one, or login to access your leave and payroll information.
4. To login type your username and password in the corresponding fields.

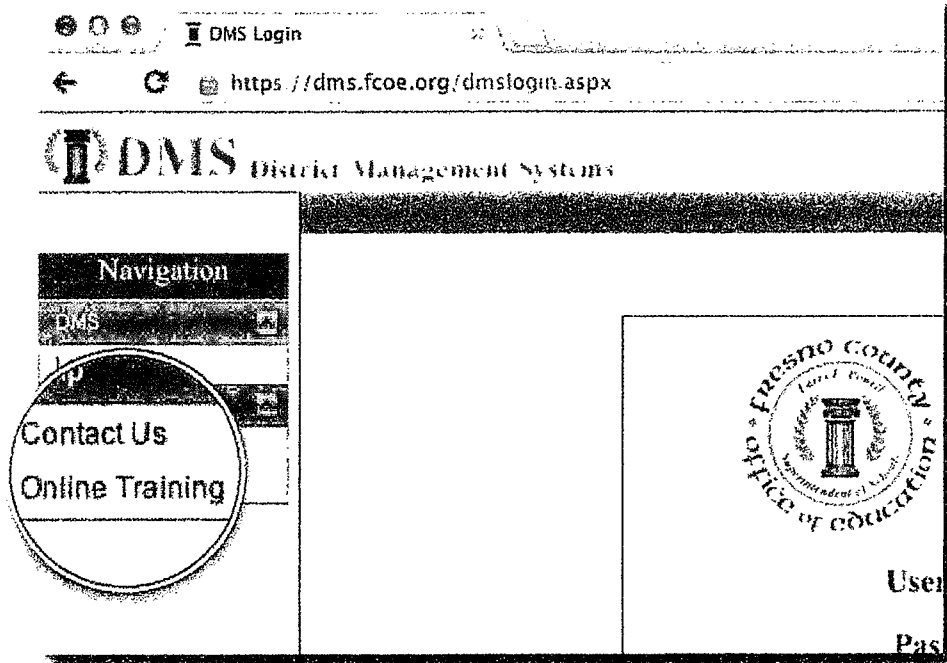
Username: \_\_\_\_\_

Password: \_\_\_\_\_

5. To setup a new user account, click "**Click Here**" link below the Login button. You will need your County ID to complete this process. Your County ID will be provided to you via email after you have completed your employee orientation.



6. From the login page you can also access additional DMS training resources. To do so, click **Online Training** in the left side bar.



7. The Online Training page contains short videos that will walk you through the process of creating a new user account, give you an overview of DMS and show you how to submit a DMS leave form.

# EMPLOYEE REPORTING PROCESS FOR WORK-RELATED INJURIES

# FIRST NOTICE REPORTING

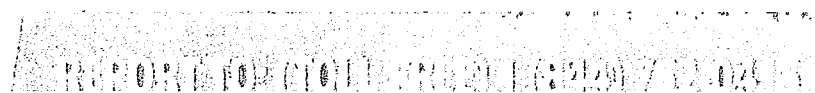


## UPDATED REPORTING PROCESS FOR ALL EMPLOYEES

The District will be implementing a new phone number for reporting work-related injuries. Please use the new phone number below for all work-related injuries or illnesses.

1. Report all on-the-job injuries or illnesses, whether you go to the doctor or not. Immediately call (Toll-Free) **1-(844) 752-0415**.
2. A Registered Nurse will answer your call, initiate the claim and assist with determining the appropriate medical provider.
3. Notify your supervisor immediately. Follow your department procedures.
4. You must submit a work status report to your supervisor after you go to a Medical Provider Network (MPN) Clinic or Physician.
5. After the initial medical appointment, future appointments should be scheduled not to conflict with your work schedule.
6. The Workers' Compensation Claims Administrator is TRISTAR Risk Management. For any follow-up information or questions regarding your claim, call **1-(559) 432-1260** to speak with the claims team.
7. **LIFE- OR LIMB-THREATENING EMERGENCIES:**  
**Call 911** or go to the nearest medical facility. Immediately notify your supervisor. Supervisor or designee will report injury to (Toll-Free) **1-(844) 752-0415**.
8. For **NON-LIFE-THREATENING EMERGENCIES** and **AFTER HOURS CARE**, go to the closest hospital. Follow-up care must be provided by one of the designated providers.

SUPERVISORS  
**PLEASE POST**



EMPLOYEE REPORTING  
PROCESS FOR  
WORK-RELATED INJURIES  
*FIRST NOTICE REPORTING*

FRESN  
FRESNO  
NTY  
COUNTY SELF  
INSURANCE  
GROUP

**UPDATED REPORTING PROCESS FOR ALL EMPLOYEES** The District will be implementing a new phone number for reporting work related injuries. Please use the new phone number below for all work-related injuries or illnesses .

1. Report all on-the-job injuries or illnesses, whether you go to the doctor or not. Immediately call Toll-Free) 1-(844) 752-0415.

TRISTAR

2. A Registered Nurse will answer your call, initiate the claim and assist with determining the appropriate medical provider.

3. Notify your supervisor immediately Follow your department

procedure

s.

4. You must submit a work status report to your supervisor

after you go to a Medical Provider Network (MPN) Clinic or

Physician. 5. After the initial medical appointment, future appointments

should be scheduled not to conflict with your work schedule

6. The Workers' Compensation Claims Administrator is TRISTAR

Risk Management. For any follow-up information or questions regarding your claim call 1-(559) 432 1260 to speak with the

claims team. 7. LIFE OR LIMB-THREATENING EMERGENCIES:

Call 911 or go to the nearest medical facility. Immediately notify your supervisor. Supervisor or designee will report

injury to (Toll Free) 1-(844)

**752-0415**

8. For **NON-LIFE THREATENING**  
**EMERGENCIES** and **AFTER**

**HOURS CARE**, go to the closest hospital. Follow-up care  
must be provided by one of the designated  
providers.

**SUPERVISOR  
PLEASE  
POST**

*Updated  
7/1/2018*

**ATTIRE GUIDELINES**

Approved: Terry M. Hirschfield

Orange Center School District Administration recognizes that appropriate dress and grooming by Orange Center School employees contributes to a productive learning and office environment and model positive behavior. During work hours and at Orange Center School activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

Guidelines for appropriate dress include:

1. All clothing shall be neat, clean and acceptable in repair and appearance to demonstrate sufficient professionalism and appropriateness for school and office environments.
2. Garments shall be sufficient to appropriately conceal undergarments at all times.
3. Articles of clothing, clothing styles or shoes which present a hazard to the health and safety of the employees or are disruptive/distracting to the educational practice are not acceptable.
4. Hair-cuts, hair styles and make-up which feature unusual or extreme colors to the extent they are disruptive to the educational process are not acceptable.
5. Dress may vary or be restricted depending upon special activities or safety considerations at each department/or field trips with prior approval or direction by department/program administration. OCSD logo shirts, coordinating pants, skirts, sweaters, etc., are considered appropriate attire for designated, pre-approved departments and employees such as custodial staff, school bus drivers, and maintenance/groundskeepers.
6. Identification badges must be worn and visible at all times while at work.

**PROFESSIONAL ATTIRE**

Appropriate, professional business attire includes business suits, business style slacks/pants (no shorter than mid-calf), dresses, skirts, split skirts, blouses, dress shirts, and blazers. Ties are appropriate when attending meetings, workshops, board meetings and/or other events on behalf of or as a representative of Orange Center School. Collared shirts/polo shirts and/or turtlenecks are appropriate. Decorative, seasonal and for school/office spirit activities sweatshirts are considered appropriate. Professional footwear should be worn at all times.



## **UNPROFESSIONAL ATTIRE**

Backless dress, casual sun dresses, tube tops, halter tops, thin/spaghetti strap tops, sweatshirts, sweatpants, leggings. Casual sandals, flip-flops, or backless shoes are not considered appropriate.

Other than pierced ears, no visible body piercings. Tattoos must be covered when featuring extreme color, designs or expressive messages to the extent they are disruptive to the educational process.

Each department/program supervisor has the responsibility to review these guidelines with OCSD employees. Staff members who come to work inappropriately dressed will be counseled and may be sent home to change into clothing that meets designated standards of dress. Refusal to abide with these attire guidelines may result in disciplinary action.

## **BUSINESS CASUAL ATTIRE**

**Every Friday and Spirit/Game days** and every day during the specified summer relaxed dress period is designated as "Business Casual Dress." Guidelines for business casual include: OCSD or school spirit polo, t-shirts and casual slacks/pants/jeans.



# Orange Center School District

## LEAVE AUTHORIZATION - ABSENCE SLIP

(Punch Here)

Anticipated  Unanticipated

Employee Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date Requested: \_\_\_\_\_ - \_\_\_\_\_ Total Hours Absent \_\_\_\_\_ From: \_\_\_\_\_ am/pm to \_\_\_\_\_ am/pm

Employee's Request / Reason for Absence:

<input type="checkbox"/> Sick Leave	<input type="checkbox"/> Personal Necessity
<input type="checkbox"/> Jury Duty	<input type="checkbox"/> Personal Necessity Unpaid
<input type="checkbox"/> Bereavement	<input type="checkbox"/> Maternity Leave
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Industrial Accident
<input type="checkbox"/> Vacation	<input type="checkbox"/> School Business

Reason: \_\_\_\_\_

\_\_\_\_\_  
*Employee Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Department Head/Superintendent*

\_\_\_\_\_  
*Date*

- a) Partial day absences require an absence slip completed on the day of your absence and a time clock punch in the office.
- b) The Personnel Day/Hours must be requested in writing forty-eight (48) hours prior to the day of the absence.
- c) The Personnel Day/Hours must be approved forty-eight (48) hours prior to the day of absence.
- d) The Personnel Day/Hours may be cancelled at any time, in case of emergency by the employee's immediate supervisor.
- e) The Personal Day/Hours shall not be accumulated from year to year.

**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 HotLine	(559)-255-8320
Fax Number	(559)-266-2463

OR

Fresno County Sheriff	Emergency 488-311	Non-emergency 488-3939
-----------------------	-------------------	------------------------

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. You may download at [http://ag.ca.gov/chilabuse/pdf/ss\\_8572.pdf](http://ag.ca.gov/chilabuse/pdf/ss_8572.pdf)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 22267)

- 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, when applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians.
- d. The information that have rise to the reasonable suspicion of child abuse or neglect and the

sources of that information.

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

The mandated reporter shall make a report even if some of the 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

Employee reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal/superintendent or designee as soon as possible after the initial telephone report to the appropriate agency.

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

The mandated reporter shall not be required to disclose his/her identity to the principal (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal/superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, school 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)

## **MANDATED REPORTERS**

Under California law, certain specific criminal and civil liability if they fail to report suspected abuse to authorities. The following school personnel are among those professionals who are required to report (mandated reporters).

- Teacher
- Supervisor of Child Welfare and Attendance certificated pupil personnel
- Employee of any public or private school
- Head start teacher
- Employee of a child care institution including, but not limited to, foster parents, group home personnel and personnel of residential care facilities.
- School superintendent, principal and other administrators (administrative officer)
- Registered nurse & site LVN
- Includes non-credential staff when they received specific training

## WHEN A CHILD TELLS YOU.....

It is essential that the child not be ignored or the gravity of the situation minimized. It should be remembered too, that when a child tells **a particular person who is an individual required reporting 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.

Arrange to talk with the child privately. Sit next to the child.

- Don't probe or press for answers the child is unwilling to give.
- Don't force the child to remove clothing.
- Don't pry into family matters unrelated to the situation:
- Don't discount what a child is reporting to you because he has misrepresented things in the past.

### HOW DO I RECOGNIZE THE ABUSED CHILD?

Most children attend school; therefore, school personnel, particularly teacher, are vital to the process of indentifying child abuse. Yours 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. It should be remembered, too, that when a child **tells a particular person who is an individual required reporting 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. (See "Liability of Reporting Person".)

## SIGNS OF PHYSICAL ABUSE

### 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 arm, 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 laceration 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.

### **PHYSICAL NEGLECT**

#### 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**

### **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 Indicator**

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**

### **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 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 reaction (Hysteria obsession, compulsion phobias, hypochondria).
7. Behavior extremes (complaint 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.

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

# SUSPECTED CHILD ABUSE REPORT

To Be Completed by Mandated Child Abuse Reporters  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

**PLEASE PRINT OR TYPE**

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE			MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS					Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE			TODAY'S DATE				
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT		<input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)				ADDRESS			DATE/TIME OF PHONE CALL		
					Street	City	Zip	( )		
<b>C. VICTIM One Report Per Victim</b>	NAME (LAST, FIRST, MIDDLE)					BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS					Street	City	Zip	TELEPHONE ( )	
	PRESENT LOCATION OF VICTIM				SCHOOL			CLASS	GRADE	
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME					TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLIGENCE <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT					PHOTO'S TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
<b>D. INVOLVED PARTIES</b>	<b>VICTIMS SIBLINGS</b>									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____				3. _____					
	2. _____				4. _____					
<b>VICTIMS PARENTS/GUARDIANS</b>	NAME (LAST, FIRST, MIDDLE)					BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS					Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )
	NAME (LAST, FIRST, MIDDLE)					BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS					Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )
<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)					BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS					Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )
	OTHER RELEVANT INFORMATION									
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

**DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572**

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

**I. MANDATED CHILD ABUSE REPORTERS**

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

**II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")**

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

**III. REPORTING RESPONSIBILITIES**

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

**IV. INSTRUCTIONS**

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

**IV. INSTRUCTIONS (Continued)**

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

**V. DISTRIBUTION**

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

**ETHNICITY CODES**

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

## EMERGENCY DISASTER PREPAREDNESS AND FIRE DRILLS

The administrator on duty is responsible for the protection and safety of the students at his 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.

### IMPORTANT TELEPHONE NUMBERS

Emergency	911
Fire	911
Ambulance	911
Fresno County Sheriff's Dispatch (Dispatch 488-3111)	911
Poison Control Center	1-(800)-222-1222
P. G. & E. – Electrical Lines	1-(800)-743-5000
The Gas Co. – Gas Lines	1-(800)-427-2200

## **FIRE PROCEDURES**

### **Fire Within a School Building**

In the event a fire is detected within a school building, the following will be accomplished:

1. The Superintendent or designee shall sound the fire alarm. The signal for fire is a series of shrill rings of the school bell system. Teachers should see that their pupils leave the building in a safe and orderly manner, doors closed, and lights shut off. The class register must be taken out of the room by the teacher and the teacher must ascertain that all pupils have been removed from the buildings.
2. The Superintendent or designee shall call the fire department (911) and the Superintendent or designee (237-0437).

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. Students need to line up a single file by class so that accurate attendance can be taken. 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 classes until fire department officials declare the area safe and the administration has rung one long bell to signal the completion of the emergency.
9. 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.
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 - FCOE	497-3724 Ext. 1 or SBC California 1-800-332-1321

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.

### **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.

### **TORNADO PROCEDURES**

In the event of a tornado watch, the office will monitor the radio and/or television until all danger has passed.

In the event of a tornado warning, the following steps will be taken:

1. Keep some windows open on both sides of the room to help equalize pressure, but stay away from them because they may shatter.
2. Alert students to take cover in a drop position under a desk, table or counter. 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 the sides of the face.
  - C. Cover the back of the neck with hands.
  - D. Turn away from windows and close your eyes tightly.
  - E. If notebooks or jackets are handy, hold these over your head for added protection from flying glass and ceiling debris.
3. While in the drop position, be silent so directions can be heard above the noise of the tornado.
4. Stay in the drop position until the tornado has passed and the “All Clear” signal is given.
5. If such a warning is close to release time, advise the parents the students remain at school until danger has passed.
6. If the tornado touches down and causes damage, teachers shall take direction from the Superintendent. The Superintendent will give direction about evacuation since it may be safer to remain indoors.
7. If the 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 Superintendent or designee has given the order for all employees to be released.

## **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 the 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 the 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 any 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 the administrator in charge gives the order for all employees to be released.

**WEAPONS THREAT**

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

Keep your room doors locked at all times. If notified during an emergency to secure your rooms, close your doors. Notification will consist of one long, continuous bell (60 seconds).

**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 a receipt of warning from the North American Air Defense Command (NORAD) through the office of the 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.

## **EARTHQUAKE PREPAREDNESS MEASURES AND DRILLS**

### **SECTION 1 – EARTHQUAKE/PROCEDURE**

#### **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 Myth***

***If I stand in a doorway, it is safe.***

***In the early days of California, many homes were made of adobe bricks with wooden door frames. After a powerful earthquake, door frames were sometimes the only parts of these houses still standing. From this came from the myth that a doorway is the safest place to be during an earthquake. Today, few people live in old unreinforced adobe houses. In modern houses, doorways may be no stronger than any other part of the house and do little to protect you from falling debris. You are safer under a table, so “DROP, COVER, AND HOLD ON.”***

### **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 the center to keep you informed of any injuries.
4. Post traffic control at school gates to keep parking lots 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 teacher/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 district office updated on the 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 flags in emergency kits 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 a first aid center, disaster center, home, 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 record 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 **Teachers:** Shock or become unconscious later and not be able to give name. If a child is sent to a medical center away from school, identification is even more essential.)
7. Report to the Superintendent when all students have been released.

## **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 your head for added protection from flying glass and ceiling debris.

### **If Outside, Stay Outside**

On the 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 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.**

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 others 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 a 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 your face and head with your arms and crouch in an inside corner of the building.
2. Remain in a 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 a 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.

## **SECTION II – EMERGENCY AND EVACUATION 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 the sides of the face.**
  - c. **Cover the back of the neck with hands.**
  - d. **Turn away from windows and close eyes tightly.**
  - e. **If notebooks or jackets are handy, hold these over your 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 the 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 a message to the 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 which 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 the 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 fire fighting 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 valves on the 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 superintendent/district office and Superintendent on determining the safety of the school campuses and 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 which 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 s 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 firefighting efforts until regular fire fighting 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 parking lots 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. Secretary – Lead:**

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 red flags in emergency kits 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 a first aid center, disaster center, home, 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 record 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 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 a name. If a child is sent to a medical center away from school, identification is even more essential.)

7. Report to the Superintendent when all students have been released.

## ORANGE CENTER SCHOOL DISTRICT EMERGENCY LOCKDOWN PROCEDURE

The employees and students are notified to implement the Lockdown through an audio alarm (bells) system.

1. In the event of an emergency, the office staff will give the **LOCKDOWN signal** using the school communications system of **one long, continuous bell** (60 seconds).
2. When the LOCKDOWN signal is given, **teachers must close and lock the door**. Classroom doors are to remain locked at all times.
3. **Students are to get down on the floor**, on the side of the room where they would not be visible through the window. **If the classroom has blinds or curtains, the teacher will close them.**
4. At recess, lunch or passing times, **teachers and staff will move students into the nearest building OR instruct them to drop to the ground** depending on the proximity of the emergency event.
5. All staff will **remain with the students** under their supervision until the emergency is resolved and they have been visited by an administrator or designee with a key on a room-by-room basis and told to “stand down” from the lockdown.
6. Staff is reminded that they are acting in *loco parentis*, and they should use good judgment in protecting students and themselves.

## **STAFF REQUISITION FORM & PURCHASE ORDER PROCEDURES**

1. Vendor Information – Complete Name, Address, and Vendor Phone Number
2. School Site – Site at which you are assigned to. (Office, Maint., Cafeteria and Preschool).
3. Dept. blank or English, Math, ect.
4. Date – Date requisition is filled out
5. Requested By – Your name or name of person requesting, if you are filling it out for someone else.
6. Fund Source – A funding source, to be filled out by the principal or business manager.
7. Object # - To be filled out by the principal or business manager.
8. Quantity Description, Unit Price, Tax & Shipping/Handling must be filled in. Tax for Fresno County is 7.975% and if shipping is unknown use 10%.
9. Special Instructions – You may put instructions that need to take place.  
  
Examples: send check with registration (All orders will be placed by Business Manager unless otherwise noted).
10. Justification Statement – To be filled in by the principal or business manager.
11. Submitted by – Sign your name and date.
12. Authorized By – Superintendent's signature.

Once the requisition is received in the district office it is coded and approved by the business manager and superintendent. It is then keyed into the Purchase Order software where a Purchase Order is generated. The normal turnaround time is 1 business day.

