Comprehensive School Safety Plan
2025-2026 School Year

School: Oroville Union High School District
CDS Code: 04615150000000
District: Oroville Union High School District
Address: 2211 Washington Avenue Oroville, CA 95966
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Date of Review:
- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**
- **Approved by:**

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 2211 Washington Avenue, Oroville, CA 95966.

Safety Plan Vision

Oroville Union High School District Core Beliefs, Mission and Vision Statements

Core Beliefs

We believe:

1. When provided an engaging, inspiring and challenging learning environment, every student will have the opportunity to achieve at their maximum potential.
2. Active engagement of students by caring adults is key to helping students achieve.
3. Every student learns at their own pace and will have access to educational services and supports to enhance their learning experience.
4. Every student will have a goal for college and/or careers, and our district will

prepare each for participation in those opportunities.

5. Every member of the learning community deserves to be part of a safe, caring, equitable and nurturing learning environment and should be treated with respect, dignity and worth.

Mission Statement

OUHSD is committed to providing every student with equitable educational and extra-curricular opportunities that prepare them to be college and/or career ready. Every school will have a positive climate that focuses on being safe, responsible and respectful.

Vision Statement

Preparing students for the future today

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

UNITED STATES SECRET SERVICE

ENHANCING SCHOOL SAFETY
USING A THREAT ASSESSMENT
MODEL

An Operational Guide for Preventing Targeted School Violence

National Threat Assessment Center

July 2018

U.S. SECRET SERVICE SCHOOL SAFETY RESEARCH

Over the last 20 years, the U.S. Secret Service National Threat Assessment Center (NTAC) has conducted research, training, and consultation on threat assessment and the prevention of various forms of targeted violence. Following the tragedy at Columbine High School in April 1999, the Secret Service partnered with the Department of Education on two studies related to school safety. Published in 2002, the Safe School Initiative (SSI) examined 37 incidents of targeted violence that occurred at
elementary and secondary schools to analyze the thinking and behavior of students who commit these attacks. The report, and accompanying guide, served as the impetus for establishing threat assessment programs in schools. In 2008, the agencies released the Bystander Study, a report that explored a key SSI finding that prior to most attacks, other students knew of the attackers' plans, yet most did not report it to an adult. The report highlighted the importance of creating safe school climates in which students are empowered to share their concerns. Since then, NTAC has continued to provide and update training to schools, law enforcement, and others on threat assessment and prevention practices.

U.S. SECRET SERVICE'S LATEST INITIATIVE REGARDING SCHOOL SAFETY
The tragic events of the February 14, 2018 shooting at Marjory Stoneman Douglas High School in Parkland, Florida, and the May 18, 2018 shooting at Santa Fe High School in Santa Fe, Texas, demonstrated the ongoing need to provide leadership in preventing future school attacks. As such, the U.S. Secret Service, along with many of our partners, have redoubled our efforts and are poised to continue enhancing school safety. As part of these efforts, NTAC created an operational guide that provides actionable steps that schools can take to develop comprehensive targeted violence prevention plans for conducting threat assessments in schools. The guide, titled Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence, is available on the U.S. Secret Service website. A condensed overview is outlined on the following page.

KEY CONSIDERATIONS

- In conjunction with physical security and emergency management, a threat assessment process is an effective component to ensuring the safety and security of our nation's schools.
- Threat assessment procedures recognize that students engage in a continuum of concerning behaviors, the vast majority of which will be non-threatening and non-violent, but may still require intervention.
- The threshold for intervention should be relatively low so that schools can identify students in distress before their behavior escalates to the level of eliciting concerns about safety.
- Everyone has a role to play in preventing school violence and creating safe school climates. Students should feel empowered to come forward without fear of reprisal. Faculty and staff should take all incoming reports seriously, and assess any information regarding concerning behavior or statements.

Additional Resources: The full guide provides information and links to additional resources that can help schools create threat assessment teams, establish
reporting mechanisms, train stakeholders, and promote safe school climates.

Creating a Targeted Violence Prevention Plan

The goal of a threat assessment is to identify students of concern, assess their risk for engaging in violence or other harmful activities, and identify intervention strategies to manage that risk. This process begins with establishing a comprehensive targeted violence prevention plan that requires schools to:

Step 1: Establish a multidisciplinary threat assessment team of school personnel including faculty, staff, administrators, coaches, and available school resource officers who will direct, manage, and document the threat assessment process.

Step 2: Define behaviors, including those that are prohibited and should trigger immediate intervention (e.g., threats, violent acts, and weapons on campus) and other concerning behaviors that require a threat assessment.

Step 3: Establish and provide training on a central reporting system such as an online form on the school website, email address, phone number, smartphone application, or other mechanisms. Ensure that it provides anonymity to those reporting concerns and is monitored by personnel who will follow-up on all reports.

Step 4: Determine the threshold for law enforcement intervention, especially if there is a safety risk.

Step 5: Establish threat assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews. Procedures should include the following investigative themes to guide the assessment process:

- Motive: What motivated the student to engage in the behavior of concern? What is the student trying to solve?
- Communications: Have there been concerning, unusual, threatening, or violent communications? Are there communications about thoughts of suicide, hopelessness, or information relevant to the other investigative themes?
- Inappropriate Interests: Does the student have inappropriate interests in weapons, school attacks or attackers, mass attacks, other violence? Is there a fixation on an issue or a person?
- Weapons Access: Is there access to weapons? Is there evidence of manufactured explosives or incendiary devices?
- Stressors: Have there been any recent setbacks, losses, or challenges? How is the student coping with stressors?
- Emotional and Developmental Issues: Is the student dealing with mental health issues or developmental disabilities? Is the student's behavior a product of those issues? What resources does the student need?
- Desperation or Despair: Has the student felt hopeless, desperate, or like they are out of options?
- Violence as an Option: Does the student think that violence is a way to solve a problem? Have they in the past?
- Concerned Others: Has the student's behavior elicited concern? Was the concern related to safety?
- Capacity: Is the student organized enough to plan and execute an attack? Does the student have the resources?
- Planning: Has the student initiated an attack plan, researched tactics, selected targets, or practiced with a weapon?
- Consistency: Are the student's statements consistent with his or her actions or what others observe? If not, why?
- Protective Factors: Are there positive and prosocial influences in the student's life? Does the student have a positive and trusting relationship with an adult at school? Does the student feel emotionally connected to other students?

Step 6: Develop risk management options to enact once an assessment is complete. Create individualized management plans to mitigate identified risks. Notify law enforcement immediately if the student is thinking about an attack, ensure the safety of potential targets, create a situation less prone to violence, redirect the student's motive, and reduce the effect of stressors.

Step 7: Create and promote a safe school climate built on a culture of safety, respect, trust, and emotional support. Encourage communication, intervene in conflicts and bullying, and empower students to share their concerns.

Step 8: Provide training for all stakeholders, including school personnel, students, parents, and law enforcement.

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

(a) It is the intent of the Legislature that public schools serving pupils in any of grades 8 to 12, inclusive, have access to supplemental resources to establish programs and strategies that promote school safety and emphasize violence prevention among children and youth in the public schools.

(b) It is also the intent of the Legislature that public schools have access to supplemental resources to combat bias on the basis of race, color, religion, ancestry, national origin, disability, gender, gender identity, gender expression, or sexual orientation, as defined in subdivision (r) of Section 12926 of the Government Code, and to prevent and respond to acts of hate violence and bias-related incidents. Sexual orientation shall not include pedophilia.

(c) It is further the intent of the Legislature that school sites receiving funds pursuant to this article accomplish all of the following goals:
    a. Teach pupils techniques for resolving conflicts without violence.
    b. Train school staff and administrators to support and promote conflict resolution and mediation techniques for resolving conflicts between and among pupils.
    c. Reduce incidents of violence at the school site with an emphasis on prevention and early detection.
    d. Provide age-appropriate instruction in domestic violence prevention, dating violence prevention, and interpersonal violence prevention.

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

BP 5141.4 (a)

Child Abuse Prevention and Reporting

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Superintendent or designee may provide a student who is a victim of abuse with school based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse. The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6) The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5) In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5) The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law. Procedures for reporting child abuse shall be included in the district and/or school

comprehensive safety plan. (Education Code 32282) District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Child Abuse Prevention and Reporting

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166) Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167) Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288).

Responsibility for Reporting The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator

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

Reporting Procedures

1. Initial Telephone Report Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166) Such reports shall be made to the following agency(ies):

   Butte County Children's Services
   78 Table Mountain Blvd. Oroville,
   CA 95965 (800) 400-902

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

2. Written Report Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168) The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department. Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
   a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
   b. The child's name and address, present location, and, where applicable, school, grade, and class
   c. The names, addresses, and telephone numbers of the child's parents/guardians
   d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
   e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
3. The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167) The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)
4. Internal Reporting The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)
5. However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

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

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

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691) In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.
5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

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

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5).

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637. The Superintendent or designee also shall notify all employees that: 1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally

liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172).
Board Approved 9/15/21

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

Disaster Plan (See Appendix C-F)
A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little to no advanced warning, e.g., an earthquake or flash flood, or they may develop from one or more incidents, e.g. a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Public Agency Use of School Buildings for Emergency Shelters
Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance. OUHSD will work with allied agencies to assist if practicable.

Authorities and References State of California
California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).
The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.
States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

OROVILLE UNION HIGH SCHOOL DISTRICT - BP 5144.1 (a)

Suspension and Expulsion/Due Process
The Oroville Union High School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All OUHSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, grades 9 through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The District's goal is to ensure that all students are provided with schools that are safe, positive and have an environment that is conducive to learning for all students.

The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard

to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The District will take effective and prompt steps to prevent, eliminate and remedy the effects of harassment on students based on any protected characteristic or category.

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system and are given every opportunity to reach their potential. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort.

A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to himself/herself or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required by law, the suspension or expulsion shall be enforced.

To accomplish these goals, the Board shall adopt rules and regulations providing for:

(1) consistent and equitable implementation of research-based alternatives to punitive and exclusionary discipline, including restorative practices;
(2) ongoing data analysis to ensure such other means of correction/alternatives are implemented, evaluated, improved upon, and supported by a culturally responsive system and discipline is administered without regard to any protected characteristic; and
(3) implementation of Culturally-Responsive Positive Behavior Interventions and Supports (CR-BPIS) and fair and equitable disciplinary processes and procedures for addressing violations.

The Board shall also develop rules and regulations to ensure training in and implementation of social emotional learning, restorative practices, and conflict resolution and culturally responsive academic tiers of supports, also known as Multi-Tiered Systems of Support, that build strong, authentic relationships between students and staff and foster teacher confidence and student understanding and achievement.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following (Education Code 48900(s):

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

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when alternative/other means of correction have been documented, exhausted, and have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

Removal from a particular class shall not occur more than once every five school days.

On-Campus Suspension
To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee may establish a supervised suspension classroom program which shall meet the requirements of law and the accompanying administrative regulation.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have been documented, exhausted, and have failed to bring about proper conduct. (Education Code 48900.5)

If a teacher suspends a student from class pursuant to Education Code section 48910 or a supervised suspension is imposed pursuant to 48911.1, consistent, in-school programming will be available and supervised by an appropriately credentialed teacher, behavioral counseling and schoolwork assignments, tests, and quizzes shall be provided for the duration of the suspension, and a plan for re-entry to the regular classroom, along with an assessment of student work completed and assignments missed, shall be developed to support student success upon re-entry. (Education Code 48911.1)

Appeal of Suspension
Suspensions may be appealed using the procedures outlined in Education Code 49070, including appeals based on the failure to exhaust identified alternative/other means of correction prior to suspension, as is required by this policy. The appeal process and timeline shall be explained on the Suspension Notice given to the parent/guardian or student.

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student consistent with law and Board Policies. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in an open session of a Board meeting. The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917) No student shall be expelled for disruption or willful defiance. (Education Code 48900). No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process
The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them

their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The District shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8) Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall maintain outcome data related to alternative/other means of correction, student suspensions, and expulsions in accordance with Education Code 48900.5, 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on alternative/other means of correction, suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Adopted: 2/21/07
Amended 2/20/13, 11/5/14, 9/21/16, 2/28/18, 12/19/18, 9/23/20, 5/19/21

Suspension and Expulsion/Due Process

Suspension and expulsion are exclusionary forms of discipline and should only be used as allowed to by state law, administrative regulations, and board policy and, unless otherwise mandatory, when all other alternative means of correction and Culturally-Responsive Positive Behavior Interventions and Supports (CR-PBIS) are documented and exhausted. (Education Code 48900, 48900.5, 48915) Alternative or other means of corrections may include, but are not limited to:

- a conference between school staff, the student's parent or guardian, and the student;
- teaching, re-teaching, and reinforcing appropriate behaviors;
- home visits;
- referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling;
- convening of study teams, guidance teams, resource panel teams, or other intervention related teams to assess the behavior and develop and implement individualized plans to address the behavior in partnership with the student and their parent/guardian;
- when applicable, referral for comprehensive psychological or psychoeducational assessment, including for the purpose of creating an individualized education program, or plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a));
- enrollment in a program for teaching prosocial behavior or anger management;
- participation in a restorative justice program or restorative practices;
- a culturally responsive positive behavior support approach with tiered interventions that occur during the school day on campus;
- after-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups;
- participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably;
- participation in a program that is sensitive to the traumas experienced by students, focuses on a student's behavioral needs, and addresses those needs in a proactive manner;
- community service as provided in the section below entitled "Community Service;" and
- conflict resolution strategies. (Education Code 48900.5).

Other disciplinary strategies available in lieu of suspension may be used after the exhaustion of other means of correction and consistent with state law and board policies. These include:

- Detention after school hours as provided in the section of AR 5144 entitled "Detention After School."
- In accordance with board policy and administrative regulation, and if such an action will not interfere with the student's classroom activities and is related to the conduct violation, restriction or disqualification from participation in extracurricular activities.

Definitions

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

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
- Referral to a certificated employee designated by the principal to advise students
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

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

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

- Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
- Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion (Education Code 48900(e))
- Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
- Stole or attempted to steal school property or private property (Education Code 48900(g))
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
- Knowingly received stolen school property or private property (Education Code 48900(l))
- Possessed an imitation firearm (Education Code 48900(m))
- Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or

committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- Engaged in, or attempted to engage in, hazing (Education Code 48900(q))
  Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
- Engaged in an act of bullying (Education Code 48900(r))
  Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r) Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
  A message, text, sound, video, or image
  A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.
  Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))
- Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
- Made terrorist threats against school officials and/or school property (Education Code 48900.7)
  A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)
  Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
   Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while

a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the alternative/other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence. (Education Code 48911)
   This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)
2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)
   This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice may state the date and time when the student may return to school.
4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)
   If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)
5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
   a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
   b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)
   c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
   d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

   In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Re-Entry Conference After Suspension
Upon return from an off-campus suspension, the school-site shall provide for a voluntary restorative conversation with an employee trained in restorative practices and CR-PBIS to address any conflicts that may have caused the violation and assess and set forth any steps and check-ins with the student to help ensure a successful re-entry.

On-Campus Suspension
A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law by a certificated staff member.
2. The student shall have access to and be provided with appropriate individual and group counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension. Students shall be assigned applicable school and homework, assignments, tests, and quizzes, and the district will ensure that each school has a system to monitor such assignments to help ensure that a student assigned to in-school suspension does not fall behind due to the suspension.
4. The school-site shall provide social emotional learning and educational support programming that meets the district's goal of increasing student investment and engagement in school, developing stronger teacher-student relationships and school-connectedness, and improving educational outcomes.
5. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
6. The school-site shall provide for a plan to assist with the student's return to a regular classroom, which includes but is not limited to an assessment of whether the student has completed work and assignments missed during the on-campus suspension.

   At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1) Superintendent or Principal's Authority to Recommend Expulsion
   Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
   a. Causing serious physical injury to another person, except in self-defense
   b. Possession of any knife or other dangerous object of no reasonable use to the student
   c. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053- 11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the counter medication or other medication prescribed by a physician
   d. Robbery or extortion
   e. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

   In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing
Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

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

year. (Education Code 48918(a))

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

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment
5. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
6. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser
7. Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
8. Non-attorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
9. The right to inspect and obtain copies of all documents to be used at the hearing
10. The opportunity to confront and question all witnesses who testify at the hearing
11. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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

Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)
   Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))
   If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed circuit television. (Education Code 48918(c))
2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))
   Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))
   If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))
4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 8918(h))
   Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))
   In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.
5. Testimony by Complaining Witnesses:
   The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
   a. Any complaining witness shall be given five days' notice before being called to testify.
   b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
    i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
    ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
    iii. The person conducting the hearing may:
        1. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
        2. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
        3. Permit one of the support persons to accompany the complaining witness to the witness stand

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

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel
Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code

48917, 48918)

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

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

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

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

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

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

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

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

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program The suspension of the enforcement of an expulsion shall be governed by the following:
    a. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
    b. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

c. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
d. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
e. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
f. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
g. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and
626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902) Placement During Expulsion

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

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

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

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

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

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying re-admittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance and Monitoring of Records and Outcome Data
The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

The Superintendent or designee shall maintain an electronic data system to track implementation of other/alternative means of correction, CR-PBIS, and meetings held to review and revise supports for students prior to suspension. The aforementioned data shall include:

- student test scores;
- annual climate surveys;
- student attendance;
- student class rank, if available;
- alternative/other means of correction;
- teacher, office, and law enforcement referrals and dispositions related to the same;
- suspensions, including teacher, in-school, Saturday, and out out-of-school suspensions, and days of suspensions per incident;
- transfers to Community Day, Continuation, and independent study; and
- expulsions.

Each of these data elements shall be disaggregated by all categories required by state and federal law, including but not limited to those required for CALPADS reporting.

The Superintendent or designee shall disaggregate such data for review of district-level and school site-level outcomes.

Culturally Responsive Positive Behavior Supports and Interventions teams (CRPBIS teams) shall review the data on a monthly basis

at the district- and school-site level. During each monthly CR-PBIS team meeting, the team shall discuss ways to address areas in the school where safety issues are arising or patterns of behavior violations are occurring, identify whether implementation of alternative/other means of correction, interventions, and supports has been consistent and effective, and assess and address disproportionality in discipline, if any, for particular groups of students based on any protected characteristics.

On a quarterly basis, each school-site will share the data described above with school staff as part of a discussion focused on: (a) addressing the root causes of discrimination in discipline; (b) consistently implementing alternative/other means of correction, reviewing effectiveness, and engaging in continuous quality improvement efforts to ensure student engagement and success and school safety; and (c) assessing whether the district and school are implementing student discipline policies, practices, and procedures in a nondiscriminatory manner.

Adopted: 3/7/84
Amended: 4/15/98, 2/6/02, 1/15/03, 3/3/04, 5/5/04, 2/21/07, 8/5/09, 11/17/10, 8/15/12, 2/20/13, 11/5/14, 9/21/16, 2/28/18, 12/19/18, 9/23/20, 5/19/21

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

OROVILLE UNION HIGH SCHOOL DISTRICT BP 4158, 4258, 4358 (a)

Employee Security
The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.
(cf. 0450 - Comprehensive Safety Plan) (cf. 3515 - Campus Security) (cf. 5131.4 - Student Disturbances)

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905) (cf. 3320 - Claims and Actions Against the District) (cf. 3515.4 - Recovery for Property Loss or Damage) (cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement) (cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution. (cf. 4131, 4231, 4331 - Staff Development)
(cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

The Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur. (cf. 5141 - Health Care and Emergencies)

Use of Pepper Spray
Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.
(cf. 4118 - Dismissal/Suspension/Disciplinary Action) (cf. 4218 - Dismissal/Suspension/Disciplinary Action)

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

- Confiscate the object and deliver it to the principal immediately
- Immediately notify the principal, who shall take appropriate action
- Immediately call 911 and the principal

(cf. 3515.7 - Firearms on School Grounds) (cf. 5131.7 - Weapons and Dangerous Instruments) (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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

Adopted: 2/7/01
Amended: 12/19/12, 12/18/19

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

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against him/her by a student or by any other individual in relation to the employee's performance of his/her duties, and any action the employee took in response. When appropriate, the employee and the principal or other immediate supervisor shall report the incident to law enforcement.

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

Notice Regarding Student Offenses Committed While Under School Jurisdiction
The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process.

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

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

Notice Regarding Student Offenses Committed While Outside School Jurisdiction
When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

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

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or

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

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

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

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

Procedures to Maintain Confidentiality of Student Offenses
In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee. He/she shall also initial the student's file when reviewing it in the school office.

Approved: 2/7/01
Amended: 3/7/01, 9/5/01, 12/19/12, 12/18/19

(E) Sexual Harassment Policies (EC 212.6 [b]) BP 4119.11, 4219.11, 4319.11 (a)

Sexual Harassment
The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

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

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

- Providing training to employees in accordance with law and administrative regulation
- Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply Ensuring prompt, thorough, fair, and equitable investigation of complaints
- Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. In any case of sexual harassment involving the supervisor, principal or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or the District's Title IX Coordinator, who shall determine who will investigate the complaint. In any case involving the Superintendent, the report may instead be submitted to the Board President who will either investigate the complaint or obtain an independent investigator to investigate the complaint.

A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

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

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

Adopted: 2/5/92
Amended 4/15/98, 3/7/07, 3/15/17, 5/16/18, 12/15/20

AR 4119.11, 4219.11, 4319.11 (a)

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

Definitions
Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
- Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.
- For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
- A district employee conditioning the provision of a district aid, benefit, or service on the person's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
- Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

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

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

Title IX Coordinator/Compliance Officer

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

Mr. Doug Williams, Superintendent
211 Washington Avenue
Oroville, CA 95966
(530) 538-2300, extension 1107
dwilliams@ouhsd.net

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

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

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

- Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
- The types of conduct that constitute sexual harassment
- Remedies available for victims in civil actions, and potential employer/individual exposure/liability Strategies to prevent harassment in the workplace
- Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
- Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
- The limited confidentiality of the complaint process
- Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
- Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's

obligation to conduct an effective workplace investigation of a harassment complaint
- What to do if the supervisor is personally accused of harassment
- The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed
- Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.
- Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
- Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

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

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

A copy of the Board policy and this administrative regulation shall:
- Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
- Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
- Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
- Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)
- The illegality of sexual harassment
- The definition of sexual harassment under applicable state and federal law A description of sexual harassment, with examples
- The district's complaint process available to the employee
- The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

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

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

Adopted: 4/15/98
Amended:3/7/07, 7/16/08, 5/18/16, 3/15/17, 5/16/18, 12/15/20

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

Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program. District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary. Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance. In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1) The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size. School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code. When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students. Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183) When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183) The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Dress and Grooming

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed. (cf. 0420 - School Plans/Site Councils) The following guidelines shall apply to all regular school activities:

- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.

- Appropriate shoes must be worn at all times.
- Hats, caps, and other head coverings shall not be worn indoors.
- Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and co-curricular activities. (cf. 3260 - Fees and Charges) (cf. 6142.7 - Physical Education and Activity) (cf. 6145 - Extracurricular and Co-Curricular Activities) (cf. 6145.2 - Athletic Competition)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066) (cf. 5121 - Grades/Evaluation of Student Achievement) Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5) (cf. 5141.7 - Sun Safety)

Gang-Related Apparel
At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282) Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms
In schools that require a school wide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183) At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183) (cf. 5145.6 - Parental Notifications) Parents/guardians shall also be informed of their right to have their child exempted. The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms. Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Approved 2/12/20

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

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others.
With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

STATUS ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.

EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically while students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.

RESTRICTED MOVEMENT & ACCESS
RUN-HIDE-DEFEND is initiated to isolate students and school staff from danger on or near the campus when movement within

the school and within rooms on the campus might put students and staff in jeopardy. RUN-HIDE-DEFEND is used to prevent intruders from entering occupied areas of the buildings.

RUN = EVACUATE

- Decide if you can safely escape
- If it is not safe to do so, run as fast as you can away from the direction of trouble
- DO NOT stop running until you are far away from the direction of trouble
- Leave your belongings behind
- Help others escape as possible
- Prevent individuals from entering the trouble area, but not at the risk of your own safety

HIDE = LOCKDOWN

- If it is not safe to evacuate, hide inside a building or classroom and create an interior barricade.
- Lock the door, close the door completely, turn off lights, and close blinds to all windows.
- Take cover behind an interior barricade.
- Silence your cell phones.
- Remain quiet.
- Move away from doors and windows.

DEFEND = FIGHT FOR YOUR LIFE

- **This is the LAST RESORT OPTION!!!!**
- Commit to your actions.
- Act as aggressively as possible
- Improvise weapons from items that are around you.
- Yell and make loud noises to disorient the intruder.
- If possible, utilize a fire extinguisher as a weapon to incapacitate the intruder.

SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.
Move students and staff into the school's permanent buildings, on the ground floor. Group students/staff together at the furthest point away from windows on the floor. Face the wall with backs to the windows
Crouch down on knees and elbows
Hands covering the back of their head/neck
If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.

An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.

DROP-COVER-HOLD is the action taken during an earthquake to protect students and staff from flying and falling debris. DROP-COVER-HOLD is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DROP-COVER-HOLD.

EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of

safety.

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of busing.
STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.

EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.

REUNIFICATION/STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed.

STRUCTURED REUNIFICATION requires:

a. Maintaining accurate information on the location of each child.
b. Preventing unauthorized individuals from having access to or removing children. Verifying the identity of individuals coming to take custody of children.
c. Verifying each individual has the legal right to take custody the child for which they have asked.
d. Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

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

35294.2) Component:
To provide a comprehensive district wide safe schools plan that includes strategy and tactics for action in the event of a crisis or catastrophic event.

Element:
Safety Policies and Procedures are known by all staff and training is provided to insure all staff know how to respond in an emergency.

Opportunity for Improvement:
Communication with staff during an emergency.

Parent Square primary communication tool.	Parent Square is implemented and is being used.		Pa Houa Yang	Need staff training to teach more staff on how to use Parent Square

Component:
Review Campus Supervision Staffing and explore options to increase adult supervision at each school site.

Element:
Currently, OUHSD contracts with the Butte County Sheriff's Office to provide a deputy dedicated to Las Plumas High School. During the 2022-2023 school year, BCSO was able to staff a part-time SRD position at Las Plumas High and Prospect High.

Currently, OUHSD contracts with the Oroville Police Department to provide an officer dedicated to Oroville High and Prospect High Schools. Due to staffing shortages, OPD needed to reduce their daily presence in the district to cover daily patrol functions in the City of Oroville.

Currently, Oroville High School has 3.0 FTE adults assigned to supervise the campus on a daily basis. Currently, Las Plumas High School has 5.0 FTE adults assigned to supervise the campus on a daily basis.
Currently, Prospect High and Community Day School have 1.0 FTE adults assigned to supervise the campus on a daily basis.

The District contracts with the Oroville Police Department for School Resource Officer (SRO) services at Oroville High School and Prospect/CDS for a yearly approximate cost of $90,000.

The District contracts with the Butte County Sheriff Office for a part time School Resource Deputy (SRD) services at Las Plumas High and for a yearly approximate cost of $50,000.

During the second semester of the 2021-2022 school year, OUHSD added an additional Assistant Principal at each comprehensive school.

Opportunity for Improvement:
Increase adult supervision on a daily basis and train supervision staff with implicit bias training and CRPBIS training.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement CR-PBIS with fidelity	CR-PBIS TOSAS at each school	Funding	Doug Williams	Continuing

Component:
Evaluate camera system throughout the district to make sure critical areas are visually covered during non-school hours.

Element:
Camera systems have been evaluated by District staff. We are in the process of repairing cameras, installing new cameras, as well as using cameras that are more. accessible to administrative staff.

Opportunity for Improvement:
The district is also in process of developing a video policy for use of monitoring systems, as well as detailing staff authorized to view the monitoring system.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Upgrade camera system throughout the district.	Use work order system to identify cameras that are inoperable.	Funding/Staff to install	Jacob Gladden	OUHSD has focused on upgrading the camera systems throughout the district during the last year. There are 44 cameras at LPHS, 43 cameras at OHS, 23 cameras at Prospect, and 22 cameras at the District Office, Transportation and OAE and 36 cameras at Harrison Stadium .

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

35291.5) Oroville Union High School District Student Conduct Code

Conduct Code Procedures
OUHSD Statement of Guiding Principles

The Oroville Union High School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All OUHSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, grades 9 through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

The District's goal is to ensure that all students are provided with schools that are safe, positive and have an environment that is conducive to learning for all students. The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The District will take effective and prompt steps to prevent, eliminate and remedy the effects of harassment on students based on any protected characteristic or category.

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort.

The referral of students from the classroom environment for misbehavior should be avoided. To the fullest extent possible, staff shall use tiered interventions that keep students in school and participating in the instructional program. Other means of correction will be documented to support students and ensure consistency, equal application, and fidelity in implementation.

A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to themselves or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required by law, the suspension or expulsion shall be enforced.

Discipline

The Governing Board is committed to providing a safe, supportive, and positive school environment that is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective and positive school and classroom management strategies, full implementation of Culturally-Responsive Positive Behavior Interventions and Supports (CR-PBIS), and parent/guardian/educational representative involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

District discipline rules and procedures shall be consistent with state law and Board policies and administrative regulations and with the district's Statement of Principles, which provides that the district will:

a. ensure nondiscrimination in discipline consistent with state and federal law;
b. treat all of its students fairly and equitably in the administration of discipline, regardless of any protected characteristic or category;
c. ensure consistent and equitable implementation of research-based alternatives to punitive discipline and use exclusionary discipline only as a last resort after exhaustion of alternatives;
d. work with students who exhibit behavior issues to ensure that students remain engaged in the district's educational program and are given every opportunity to reach their potential; and
e. take effective and prompt steps to prevent, eliminate, and remedy the effects of harassment on students based on any protected characteristic or category.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent positive expectations and consequences for student conduct; ensuring equity and continuous improvement in the implementation of district discipline policies and practices; reducing disproportionality in administration of discipline for any protected group; and using exclusionary discipline as a last resort after exhaustion of alternatives.

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

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5) For students placed in detention, the district will provide social, emotional, and educational support programming with the goal of increasing student investment and engagement in school, developing stronger teacher-student relationships and school-connectedness, and improving student educational outcomes.

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraints are prohibited as a means of coercion, discipline, convenience, or retaliation by staff and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 to control behavior that poses a clear and present danger of physical harm to the student or others that cannot be immediately prevented by a less restrictive response, and in accordance with district regulations. (Education Code 49005.2)

The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5(d))

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

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, the tools to form strong, cooperative relationships with students and their parents/guardian, social emotional learning, de-escalation, restorative practices, and conflict resolution strategies, and training on bias, including explicit and implicit bias.

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

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

Adopted: 4/78
Amended: 3/16/83, 3/7/84, 2/7/01, 2/21/07, 10/19/11, 2/20/13, 11/5/14, 2/28/18, 9/18/19, 5/19/21

AR 5144 (a)

Discipline
The district's discipline rules and procedures regarding discipline shall be created at the district level to ensure objective, consistent, and non-discriminatory application to all students. Rules and procedures regarding discipline shall be age-appropriate, culturally responsive to students of diverse backgrounds, and promote equality and dignity.

Staff shall use preventative measures, positive resolution techniques, and alternatives to exclusionary discipline, whenever possible or required. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension or expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

Short and long-term minimum day and shortened day schedules and undocumented and other informal school removals (e.g., a student sent home for portion or all of the day) are prohibited as a disciplinary consequence for a student's behavior.

Annually, district-level discipline rules shall be reviewed by the Superintendent or the Director of Supportive School Climate and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. The district's CR-PBIS team(s) shall be responsible for leading the development of the district-wide discipline rules and procedures.

A copy of the rules shall be incorporated into a district-wide handbook made available to the entire school community. Culturally-Responsive Positive Behavior Interventions and Supports (CR-PBIS) expectations shall be created at each school-site but shall be reviewed by the Director of Supportive School Climate for consistency with CR-PBIS, fairness, and cultural responsiveness prior to implementation.

At the school-site level, CR-BPIS team meetings shall be held within the school's existing resources, during non-classroom hours, and on normal schooldays. Such team(s) shall include at least one representative of each of the following groups that reflects the diversity of the school community: (Education Code 35291.5(a))

- Parents/guardians; Teachers;
- School administrators;
- Classified personnel;
- School security personnel, if any; and
- For junior high and high schools, students enrolled in the school.

Rules shall be communicated to students clearly and in a positive and age-appropriate manner.

It shall be the duty of each employee of the school to fairly and equitably enforce the school rules and procedures on student discipline, including exhausting and documenting other means of correction consistent with the law. (Education Code 35291.5, 48900.5)

Disciplinary Strategies: Culturally-Responsive Positive Behavior Interventions and Supports and Other Means of Correction
The District will implement CR-PBIS and restorative justice and practices, as a tier one and tier two strategy, at all schools. Districtrules and procedures related to discipline shall be nondiscriminatory and equitable.

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when the student's presence causes a danger to others; or the student has committed an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct.

Alternative or other means of corrections may include, but are not limited to:

- a conference between school staff, the student's parent or guardian, and the student; teaching, re-teaching, and reinforcing appropriate behaviors;
- home visits;
- referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling;
- convening of study teams, guidance teams, resource panel teams, or other intervention-related teams to assess the behavior and develop and implement individualized plans to address the behavior in partnership with the student and their parent/guardian;
- when applicable, referral for comprehensive psychological or psychoeducational assessment, including for the purpose of creating an individualized education program, or plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a));
- enrollment in a program for teaching prosocial behavior or anger management; participation in a restorative justice program or restorative practices;
- a culturally-responsive positive behavior support approach with tiered interventions that occur during the school day on campus;
- after-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups;
- participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably;
- participation in a program that is sensitive to the traumas experienced by students, focuses on a student's behavioral needs, and addresses those needs in a proactive manner;
- community service as provided in the section below entitled "Community Service;" and conflict resolution strategies.

Other disciplinary strategies available in lieu of suspension may be used after the exhaustion of other means of correction and consistent with state law and board policies. These include:

- Detention after school hours as provided in the section below entitled "Detention After School."
- In accordance with board policy and administrative regulation, and if such an action will not interfere with the student's classroom activities and is related to the conduct violation, restriction or disqualification from participation in extracurricular activities.

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

Suspension, including supervised suspension, and expulsion are a means of last resort, are governed by BP and AR 5144.1: Suspension and Expulsion/Due Process, and can only be used in accordance with state law.

Recess and Lunch Restriction Prohibited

A student shall not be required to remain in class during the noon intermission, or during any break. (5 CCR 352)

School personnel and volunteers cannot allow any disciplinary action against a student that denies or delays a meal. (Education Code 49557.5)**Detention After School**
Although school staff are highly encouraged to use non-exclusionary disciplinary methods, school staff may use after-school detention for disciplinary reasons. After-school detention is limited to not more than one hour at the end of the school day. (5 CCR 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian. If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify the parent or guardian of the detention at least one day in advance so that alternative transportation arrangements can be made.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained only until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention. Students may be offered the choice of serving their detention on Saturday rather than after school.

During detention, the district shall provide social-emotional learning and educational support programming that meets the district's goal of increasing student investment and engagement in school, developing stronger teacher-student relationships and school- connectedness, and improving educational outcomes.

Community Service
As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds, during non-school hours. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

The Board encourages and expects this approach to be combined with a restorative justice/practices approach, such as a voluntary conference during which the student and other affected members of the school community delineate the harm done, develop a plan to promote future positive behavior and address the harm, and reintegrate the student to the school and classroom.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended by stipulation or other administrative action, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students
At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

In addition, at the beginning of each school year, the principal or designee shall notify students and parents/guardians, in writing, regarding any separate school rules related to discipline. (Education Code 35291.5)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district. (Education Code 35291.5)

Corporal Punishment (Physical Punishment)
No student shall be subject to the infliction of corporal punishment by any person employed by or engaged in the public schools of the district. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49000, 49001)

An employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons from physical injury, or prevent damage to property, or to obtain possession of weapons or other dangerous objects from within the control of the student, is not corporal punishment. (Education Code 49001

Maintenance and Monitoring of Outcome Data
The Superintendent or designee shall maintain an electronic data system to track implementation of other/alternative means of correction, CR-PBIS, and meetings held to review and revise supports for students prior to suspension. The aforementioned data shall include:

- student test scores; annual climate surveys; student attendance;
- student class rank, if available; alternative/other means of correction;
- teacher, office, and law enforcement referrals and dispositions related to the same;
- suspensions, including teacher, in-school, Saturday, and out-of-school suspensions, and days of suspensions per incident; transfers to Community Day, Continuation, and independent study; and expulsions.

Each of these data elements shall be disaggregated by all categories required by state and federal law, including but not limited to those required for CALPADS reporting.

The Superintendent or designee shall disaggregate such data for review of district-level and school-site-level outcomes. Culturally Responsive Positive Behavior Supports and Interventions teams (CR-PBIS teams) shall review the data on a monthly basis at the district- and school-site level. During each monthly CR-PBIS team meeting, the team shall discuss ways to address areas in the school where safety issues are arising or patterns of behavior violations are occurring, identify whether implementation of other means of correction/alternatives, interventions, and supports has been consistent and effective, and assess and address disproportionality in discipline, if any, for particular groups of students based on any protected characteristic.

On a quarterly basis, each school-site will share the data described above with school staff as part of a discussion focused on: (a) addressing the root causes of discrimination in discipline; (b) consistently implementing other/alternative means of correction, reviewing effectiveness, and engaging in continuous quality improvement efforts to ensure student engagement and success and school safety; and (c) assessing whether the district and school are implementing student discipline policies, practices, and procedures in a nondiscriminatory manner.

The Superintendent or designee shall also maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1. Information about this requirement is found in AR and BP 5144.1.

Adopted: 4/78
Amended: 3/7/84, 2/7/01, 2/21/07, 10/19/11, 2/20/13, 11/5/14, 2/28/18, 9/18/19, 5/19/21

(J) Hate Crime Reporting Procedures and Policies BP 5145.9 (a) Hate-Motivated Behavior

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

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

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

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

The district shall provide students with age-appropriate instruction that:

- Includes the development of social-emotional learning
- Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
- Explains the harm and dangers of explicit and implicit biases Discourages discriminatory attitudes and practices
- Provides strategies to manage conflicts constructively
- As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.
- When appropriate, students who engage in hate-motivated behavior shall be disciplined. The Superintendent or designee shall provide staff with training that:
- Promotes an understanding of diversity, equity, and inclusion Discourages the development of discriminatory attitudes and practices
- Includes social-emotional learning and nondiscriminatory instructional and counseling methods Supports the prevention, recognition, and response to hate-motivated behavior
- Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior Includes effective enforcement of rules for appropriate student conduct
- Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in

accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Adopted: 8/15/07
Amended: 2/17/10, 6/13/18, 9/15/21

Procedures for Preventing Acts of Bullying and Cyber-bullying BP 5131.2 (a)

Bulying
The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community. Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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

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

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

Adopted: 3/20/13
Amended: 5/15/13, 9/2/15, 6/3/18, 6/19/19, 3/18/20

Bullying
Definitions
Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.
(cf. 5145.2 - Freedom of Speech/Expression) (cf. 6163.4 - Student Use of Technology)

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

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on

social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

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

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction

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

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

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

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

Reporting and Filing of Complaints

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

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

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

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR1312.3.

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

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

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

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

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

Adopted: 6/19/19

(K) Immigration Enforcement Response Procedures

Purpose and Legal Authority
This appendix establishes procedures for responding to immigration enforcement actions on or related to District property in compliance with:
- Assembly Bill 49 (Education Code sections 234.7 and 234.8)
- Senate Bill 98
- California Department of Education guidance
- Applicable federal and state privacy laws

These procedures ensure student safety, protect access to public education, safeguard personal information, and provide clear direction to District staff.

Scope
these procedures apply to:
- All Oroville Union High School District school sites
- District offices
- School-sponsored activities and events
- School transportation
- All certificated and classified employees

Definitions

Immigration Enforcement - Any activity related to the investigation, detention, or enforcement of federal immigration laws by federal, state, or local agencies.

Immigration Officer - Any official or agent acting on behalf of an immigration enforcement agency.

School site - Any location owned, leased, or operated by the District, including nonpublic areas, school-sponsored events, and transportation.

Staff Roles and Responsibilities

Superintendent or Designee

- Serves as the District's primary authority for immigration enforcement matters.
- Reviews and authorizes responses to judicial warrants, subpoenas, or court orders.
- Consults with District legal counsel.
- Approves notifications required under SB 98.
- Reports annually to the Governing Board regarding compliance and training.

Site Administrator (Principal or Designee)

- Acts as the site lead during any immigration enforcement interaction.
- Immediately notifies the Superintendent or designee.
- Ensures no access to nonpublic areas without verified judicial authorization.
- Oversees implementation of notification procedures.
- Maintains site-level documentation.

Front Office / Reception Staff

- Requests identification and purpose of visit from any individual seeking campus access.
- Politely denies access to nonpublic areas pending administrative review.
- Immediately notifies the site administrator.
- Does not disclose student or staff information.

District Legal Counsel

- Reviews the validity and scope of warrants, subpoenas, or court orders.
- Advises the Superintendent regarding compliance and disclosure.

School Safety Personnel

- Maintain campus safety and student supervision.
- Do not engage with immigration officers unless directed.
- Support orderly school operations.

Counseling and Support Staff

- Provide trauma-informed support to students impacted by enforcement activity.
- Maintain confidentiality.
- Coordinate with site administration as needed.

All Employees

- Refer all immigration enforcement inquiries to site administration.
- Maintain normal school operations unless otherwise directed.
- Refrain from sharing unverified or confidential information.

Procedures for Campus Access

Access Restrictions

District staff shall not allow immigration officers to enter nonpublic areas of a school site without a valid judicial warrant, judicial subpoena, or court order, unless otherwise required by law.

Verification

Staff shall verify:
- Officer identification
- Purpose of visit
- Legal documentation authorizing access

Legal Review
The Superintendent or designee may consult District legal counsel prior to granting access or complying with any request.

Procedures for Records Requests

Confidentiality
Student and staff records shall not be disclosed to immigration enforcement authorities without:
- A valid judicial warrant, subpoena, or court order; or
- Written consent from a parent/guardian or eligible student

Scope Limitation

If disclosure is legally required, only the information explicitly identified in the legal document shall be released.

Notification Procedures (SB 98)

Trigger for Notification
Notification is required when immigration enforcement presence is confirmed on a District school site during school hours or school-sponsored activities.

Required Notifications

The District shall notify:
- Parents and guardians
- Students, as age-appropriate
- District and site staff

Notification Content

Notifications shall include:
- Date and approximate time of enforcement presence
- General location on or near the school site
- Reference to District policies and available resources

Notifications shall not include personally identifiable information.

Notification Templates

- **Parent/Guardian Notification Template**
  (See Appendix K, Section K.8.1)

- **Staff Notification Template**
  (See Appendix K, Section K.8.2)

- **Student Notification Template**
  (See Appendix K, Section K.8.3)

Procedural Flowcharts
Flowcharts outlining procedures for campus access requests, records requests, and SB 98 notification processes are included to support staff understanding and implementation.

Documentation and Recordkeeping

All immigration enforcement interactions shall be documented, including:
- Date, time, and location
- Officer name and agency
- Documentation presented
- District response

Records shall be maintained confidentially by the Superintendent's office.

Training and Annual Review

Training
The District shall provide periodic training to relevant staff, including administrators, front office personnel, and safety staff, on these procedures.

Review
This appendix shall be reviewed annually and updated as part of the Comprehensive School Safety Plan.

Compliance Statement
This appendix is adopted as part of the Oroville Union High School District Comprehensive School Safety Plan and is intended to meet all applicable requirements of AB 49, SB 98, and California Department of Education guidance.

Safety Plan Review, Evaluation and Amendment Procedures

The OUHSD Safety Plan is reviewed by the Board and selected staff members on an annual basis. Site staff and law enforcement officers evaluate the plan and review with staff on an annual basis. If the plan needs to be amended, the district Safety Team will recommend those amendments and they will be presented to the Board for action.

Safety Plan Appendices

Emergency Contact Numbers

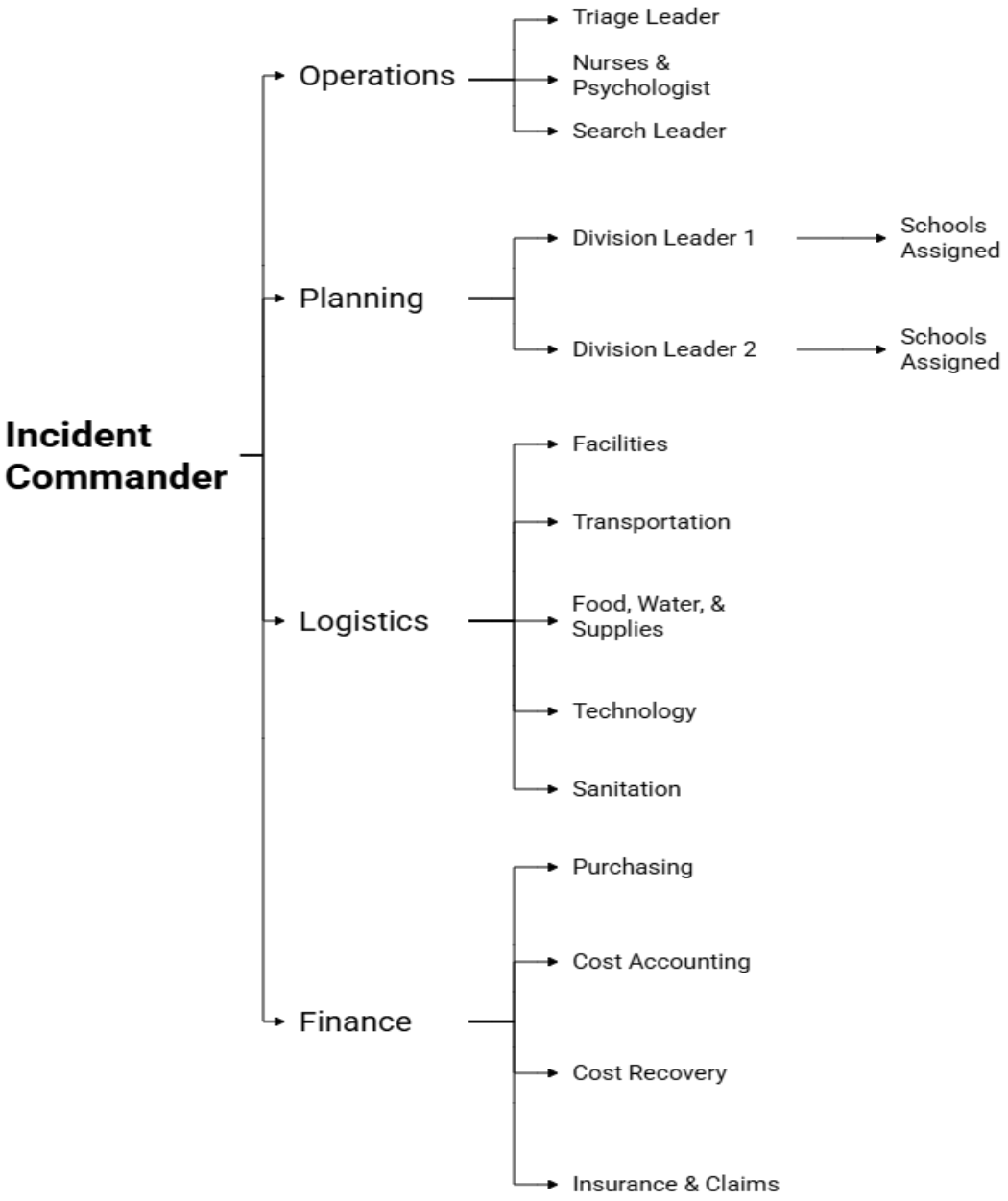
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement / Fire / Paramedic	Oroville Police/Fire	530-538-2448	
Law Enforcement / Fire / Paramedic	Butte County Sheriff's Office	530-538-7321	
School District	Oroville Union High School District	530-538-2300	
School District	Oroville City Elementary School District	530-532-3000	
School District	Palermo Union Elementary School District	530-533-4842	
School District	Thermalito Union Elementary School District	530-538-2900	
Other	OUHSD Transportation	530-538-2300 x 1109	
Other	OUHSD Maintenance	530-538-2300 x 1110	
Radio Station	Newstalk 939 KPAY	530- 342-1290	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Plan Review with staff at all school sites	August 2021	
District Safety Committee meets and reviews plan. Revise if necessary	January 2023	
District Safety Plan presented to OUHSD Board for action	February 2023	
SB 98 process added to Safety Plan	February 2026	
District Safety Plan presented to OUHSD board for action based on SB 98 update	February 2026	

Incident Command Structure



Incident Command Team Responsibilities

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

In order to respond to frequent and multiple disasters occurring anytime and anywhere in the state, it is important that emergency response agencies operate within a clear and consistent organizational structure. Public agencies are increasingly required to manage the costs of emergencies more effectively with fewer resources. Many different agencies must work together effectively to protect lives, property, and the environment during disasters. SEMS facilitates priority setting, interagency cooperation, and the efficient flow of resources and information.

What is SEMS?

SEMS is the cornerstone of California's emergency response system and the fundamental structure for the response phase of emergency management. The system unifies all elements of California's emergency management community into a single integrated system and standardizes key elements.

SEMS incorporates:

- Incident Command System (ICS) - A field-level emergency response system based on management by objectives
- Multi/ Inter-agency coordination - Affected agencies working together to coordinate allocations of resources and emergency response activities.
- Mutual Aid - A system for obtaining additional emergency resources from non-affected jurisdictions.
- Operational Area Concept - County and its sub-divisions to coordinate damage information, resource requests and emergency response.

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

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

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

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

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Identify emergency as Active Shooter, Shelter in Place and/or Evacuation.

Step Two: Identify the Level of Emergency

Notify Administration and active the Emergency Response System

Step Three: Determine the Immediate Response Action

RUN-HIDE-DEFEND is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. RUN-HIDE-DEFEND is used to prevent intruders from entering occupied areas of the buildings.

RUN = EVACUATE

- Decide if you can safely escape
- If it is not safe to do so, run as fast as you can away from the direction of trouble
- DO NOT stop running until you are far away from the direction of trouble
- Leave your belongings behind
- Help others escape as possible
- Prevent individuals from entering the trouble area, but not at the risk of your own safety

HIDE = LOCKDOWN

- If it is not safe to evacuate, hide inside a building or classroom and create an interior barricade.
- Lock the door, close the door completely, turn off lights, and close blinds to all windows.
- Take cover behind an interior barricade.
- Silence your cell phones.
- Remain quiet.
- Move away from doors and windows.

DEFEND = FIGHT FOR YOUR LIFE

- **This is the LAST RESORT OPTION!!!!**
- Commit to your actions.
- Act as aggressively as possible
- Improvise weapons from items that are around you.
- Yell and make loud noises to disorient the intruder.
- If possible, utilize a fire extinguisher as a weapon to incapacitate the intruder.

SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.

- Move students and staff into the school's permanent buildings, on the ground floor. Group students/staff together at the furthest point away from windows on the floor. Face the wall with backs to the windows
- Crouch down on knees and elbows
- Hands covering the back of their head/neck

If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.

An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.

DROP-COVER-HOLD is the action taken during an earthquake to protect students and staff from flying and falling debris. DROP-COVER-HOLD is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DROP-COVER-HOLD.

EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.

EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.

STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:

- Maintaining accurate information on the location of each child.
- Preventing unauthorized individuals from having access to or removing children.
- Verifying the identity of individuals coming to take custody of children.
- Verifying each individual has the legal right to take custody the child for which they have asked.
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

Step Four: Communicate the Appropriate Response Action

ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume. EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.

Types of Emergencies & Specific Procedures

Fallen Aircraft

In the event of a fallen aircraft, staff/supervisors should instruct staff to implement the following DROP-COVER-HOLD procedures:

- DROP to the floor
- Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture, or hanging objects.
- HOLD onto furniture and HOLD your position until it is safe to move.
- EVACUATE THE BUILDING when it is safe to do so. Do not run. Always be aware of the surroundings that you are running toward.
- ASSEMBLE without delay in your evacuation zone.
    - Report all absences to the designated emergency person.
    - Report for duty in you are a member of an emergency team.
- WAIT FOR INSTRUCTIONS from the site/district office administrator
- DO NOT return to the building before it has been declared safe.
- Don't light matches, candles, or other fires.

Animal Disturbance

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

the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal. If the animal is outside, keep students inside and institute Secure Campus.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal Contact the Marin Humane Society for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse. Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

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

Armed Assault on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or RUN-HIDE-DEFEND alarm throughout rest of school as appropriate.

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are In an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- If and when possible, call Administration and/or 9-1-1.

An SHELTER IN PLACE or RUN-HIDE-DEFEND alarm is sounded if there is a sniper, armed intruder or active shooter on campus. Staff

members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active Shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

RUN = EVACUATE

- Decide if you can safely escape
- If it is not safe to do so, run as fast as you can away from the direction of trouble
- DO NOT stop running until you are far away from the direction of trouble
- Leave your belongings behind
- Help others escape as possible
- Prevent individuals from entering the trouble area, but not at the risk of your own safety

HIDE = LOCKDOWN

- If it is not safe to evacuate, hide inside a building or classroom and create an interior barricade.
- Lock the door, close the door completely, turn off lights, and close blinds to all windows.
- Take cover behind an interior barricade.
- Silence your cell phones.
- Remain quiet.
- Move away from doors and windows.

DEFEND = FIGHT FOR YOUR LIFE

- **This is the LAST RESORT OPTION!!!!**
- Commit to your actions.
- Act as aggressively as possible
- Improvise weapons from items that are around you.
- Yell and make loud noises to disorient the intruder.
- If possible, utilize a fire extinguisher as a weapon to incapacitate the intruder.

Biological or Chemical Release

Biological Attack

Biological agents are bacteria and toxins that can cause disease in people. Depending on the biological event, you may need to be immunized, evacuated or "shelter-in-place." Listen for radio directions, watch for social media or news apps for further instructions.

IF YOU BECOME AWARE OF A SUSPICIOUS SUBSTANCE, FOLLOW THESE STEPS:

- GET AWAY from the substance
- PROTECT YOURSELF BY COVERING YOUR MOUTH AND NOSE with layers of fabric or paper towels that will filter air but still allow breathing.
- WASH YOUR BODY with cool water and use soap.
- CONTACT AUTHORITIES
- Listen to the radio for news and information and watch for social media or news apps
- If you become sick, get medical attention.

IF YOU ARE EXPOSED TO A BIOLOGICAL AGENT:

- GET AWAY from the substance.
- REMOVE CLOTHING and put contaminated clothing in a sealed plastic bag.
- WASH YOUR BODY with cool water and a solution of 9 parts water to 1 part bleach. ***Do not use bleach solution on open wounds!***
- SEEK MEDICAL ATTENTION

Chemical Attack

A chemical attack is the deliberate release of a toxic gas, liquid, or solid into the environment.

SIGNS OF A CHEMICAL ATTACK

- Watery eyes
- Twitching
- Problems breathing
- Choking
- Losing Coordination
- Many sick or dead birds, fish, or small animals are cause for suspicion

IF YOU SEE SIGNS OF A CHEMICAL ATTACK, FOLLOW THESE STEPS:

- QUICKLY GET AWAY FROM THE CONTAMINATED AREA
- If the chemical is inside the building, exit the building without passing through the contaminated area.
- If you can't get out of the building, find clean air without passing through the contaminated area.
- Move as far away as possible from the contaminated area and shelter in place.
- If you are outside, go to the closest place where you can get clean air.

USING A FACEMASK FOR PROTECTION DURING A CHEMICAL ATTACK

A facemask or barrier can help protect from air contaminates. Here are a few ideas for creating a face mask:

- Improvise with available materials and CREATE A BARRIER to eyes, nose, mouth, and cuts on the skin.
- Use fabric that fits snugly over nose and mouth – achieve best fit as possible for children.
- Include facemasks in disaster planning kits.

If you are exposed to a chemical agent, you will be given orders by the local authorities to evacuate or shelter-in-place. If exposed, here are a few steps for decontamination:

1. RMOVE CLOTHING and place in sealed plastic bags
2. WASH SKIN thoroughly with soap and cool water
3. SEEK MEDICAL ATTENTION

Bomb Threat

Most bomb threats are received by phone. Take all bomb threats seriously and respond immediately.

If you receive a PHONE THREAT:

1. LISTEN, BE POLITE AND LEARN AS MUCH AS YOU CAN about the bomb's appearance, it's location, the planned time of detonation, and why it was placed at or sent to the office/site/school.
2. DO NOT HANG UP, even after the caller hangs up. Leave the phone off the hook until the threat is removed.
3. COMPLETE THE BOMB THREAT CHECKLIST as much as possible. Try to write down everything the caller says.
4. If possible, SILENTLY ATTRACT SOMEONE" S ATTENTION to CALL 911 and REPORT the threat to the site/school administrator. If not possible, call 911 and report the threat immediately after the call, using a different phone if possible.

If you receive a MAIL THREAT:

1. DO NOT TOUCH. MINIMIZE THE HANDLING of any suspected packages or mail.
2. REPORT ANY THREATS OR SUSPICIOUS PACKAGES to your site/school administrator

If you receive an EMAIL/SOCIAL MEDIA THREAT:

1. DO NOT DELETE THE MESSAGE
2. REPORT THE THREAT to your site/school administrator

Bus Disaster

Transportation Safety and Emergencies

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

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

1. Is a Type 1 school bus designed for carrying more than 16 passengers and the driver, and was manufactured on or after July 1, 2005

2. Is a Type 2 school bus or student activity bus designed for carrying 16 or fewer passengers and the driver, or for carrying 20 or fewer passengers and the driver if the bus has a manufacturer's vehicle weight rating of 10,000 pounds or less, and was manufactured on or after July 1, 2004

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

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

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

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

Child Safety Alert System
In accordance with Vehicle Code 28160, each school bus or student activity bus shall be equipped with an operational child safety alert system at the interior rear of the bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting.

A student activity bus that does not have a child safety alert system may be used only if all of the following apply: (Vehicle Code 28160)

1. The student activity bus is not used exclusively to transport students.
2. When the student activity bus is used to transport students, the students are accompanied by at least one adult chaperone selected by a school official. If an adult chaperone is not a school employee, the chaperone shall meet the requirements for a school volunteer.
3. One adult chaperone has a list of every student and adult chaperone, including a school employee, who is on the student activity bus at the time of departure.
4. The driver has reviewed all safety and emergency procedures before the initial departure, and the driver and adult chaperone have signed a form, with the time and date, acknowledging that the safety plan and procedures were reviewed.
5. Immediately before departure from any location, the adult chaperone shall account for each student on the list of students, verify the number of students to the driver, and sign a form indicating that all students are present or accounted for.
6. After students have exited a student activity bus, and before driving away, the driver shall check all areas of the bus, including, but not limited to, overhead compartments and bathrooms, to ensure that the bus is vacant.
7. The driver shall sign a form with the time and date verifying that all required procedures have been followed.
8. The information required to be recorded pursuant to items #4, 5, and 7 may be recorded on a single form and shall be retained by the district for a minimum of two years.

Electronic Communications Devices
A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic

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

Safe Bus Operations

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

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

Unauthorized Entry

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5) (cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

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

1. Determination of whether students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. Boarding and exiting a school bus at a school or other trip destination
4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or, if applicable, youth bus
5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus.

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

Parental Notifications

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a district school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions for safely walking to and from school bus stops (cf. 5145.6 - Parental Notifications)

Student Instruction

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

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
    a. Proper loading and unloading procedures, including escorting by the driver

b. How to safely cross the street, highway, or private road
c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
d. Proper passenger conduct
e. Bus evacuation procedures
f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors.
Instruction also may include responsibilities of passengers seated next to an emergency exit.
Each time the above instruction is given, the following information shall be documented:

- District name
- School name and location
- Date of instruction
- Names of supervising adults
- Number of students participating
- Grade levels of students
- Subjects covered in instruction
- Amount of time taken for instruction
- Bus driver's name
- Bus number
- Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the CHP.
Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

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

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

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

Adopted: 1/20/93
Amended: 4/18/07, 8/20/08, 5/20/09, 3/20/13, 3/21/18, 9/18/19

Disorderly Conduct
Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior. Procedure

1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, RUN-HIDE-DEFEND, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call Oroville Police Department 530-538-2448 or the Butte County Sheriff's Office 530-538-7321, and provide the exact
4. location and nature of the incident. If determined to be appropriate, the School Administrator will call “911.”
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the

campus. Avoid any hostile situations.

6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

Earthquake

Earthquakes occur without warning. The initial tremor is usually the most severe, however, aftershocks may also occur.

INSIDE BUILDING

DROP-COVER-HOLD

1. DROP to the floor.
2. Take COVER under a sturdy table, sturdy desk, or next to an interior wall. Avoid windows, tall furniture, or hanging objects.
3. HOLD onto the table or desk and HOLD your position until it is safe to move.
4. EVACUATE the building after the tremor has stopped and it is safe to do so. Do not run.
5. As you leave a classroom/building, make sure to close the door behind you to compartmentalize a potential fire. REMEMBER, the greatest threat after an earthquake is FIRE.
6. ASSEMBLE without delay in your evacuation zone.
    a. Report all absences to the designated emergency person.
    b. Report for duty if you are a member of an emergency team.
7. WAIT FOR INSTRUCTIONS from the site/district office administrator.
8. DO NOT RETURN to the building before it has been declared safe. Don't light matches, candles, or any other fires.

OUTSIDE BUILDING

1. MOVE away from buildings, trees, and other hazards.
2. DROP to the ground.
3. COVER your head and neck areas if you are under objects.
4. HOLD your position until the earthquake has stopped.
5. ASSEMBLE without delay in your evacuation zone.
    a. Report all absences to the designated emergency person.
    b. Report for duty if you are a member of an emergency team.
6. WAIT FOR INSTRUCTIONS from the site/district office administrator.
7. DO NOT RETURN to the building before it has been declared safe. Don't light matches, candles, or any other fires.

IN A VEHICLE

1. PULL off to the side of the road when it is safe to do so, away from buildings, overpasses, and power lines.
2. SET THE BRAKES AND TURN OFF IGNITION
3. WAIT until the earthquake is over. Do not leave the vehicle unless unsafe conditions warrant.
4. CHECK the road and surrounding terrain for safe conditions.
5. PROCEED when conditions are safe.

Explosion or Risk of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives. Advise the District Superintendent of school status.

- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate DROP, COVER AND HOLD.
- If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location. Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site. Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ASSEMBLE without delay in your evacuation zone.
    - Report all absences to the designated emergency person.
    - Report for duty if you are a member of an emergency team.
- WAIT FOR INSTRUCTIONS from the site/district office administrator.
- Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement EVACUATION of the building. Immediately EVACUATE the school using the primary or alternate fire routes. Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building. Ensure that access roads are kept open for emergency vehicles.
- Notify District Office of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes. If needed, notify bus dispatch for OFF-SITE EVACUATION.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

1. EVACUATE the building. Do not run.
2. As you leave a classroom/building, make sure to close the door behind you to compartmentalize a potential fire.
3. ASSEMBLE without delay in your evacuation zone.
    a. Report all absences to the designated emergency person.
    b. Report for duty if you are a member of an emergency team.
4. WAIT FOR INSTRUCTIONS from the site/district office administrator.
5. DO NOT RETURN to the building before it has been declared safe.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding
Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue STAND BY instruction. Determine if evacuation is required.
- Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site. Delegate a search team to assure that all students have been evacuated.
- Issue Off Site Evacuation instruction if students will be evacuated to a safer location by means of buses and cars. Post a notice on the office door stating where the school has relocated and inform the District Office.
- Monitor AM radio weather station KPAY Newstalk 93.9 for flood information. Notify District Superintendent of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.

- Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:
If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

Loss or Failure of Utilities

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a back-up.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERTIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor- cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.)

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack. Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site. Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

Recovering emotionally from disaster
Disasters such as hurricanes, earthquakes, transportation accidents or wildfires are typically unexpected, sudden and overwhelming. For many people, there are no outwardly visible signs of physical injury, but there can be nonetheless an emotional toll. It is common for people who have experienced disaster to have strong emotional reactions. Understanding responses to distressing events can help you cope effectively with your feelings, thoughts and behaviors, and help you along the path to recovery.

What are common reactions and responses to disaster?
Following disaster, people frequently feel stunned, disoriented or unable to integrate distressing information. Once these initial reactions subside, people can experience a variety of thoughts and behaviors. Common responses can be:

Intense or unpredictable feelings. You may be anxious, nervous, overwhelmed or grief-stricken. You may also feel more irritable or moody than usual. Changes to thoughts and behavior patterns. You might have repeated and vivid memories of the event. These memories may occur for no apparent reason and may lead to physical reactions such as rapid heartbeat or sweating. It may be difficult to concentrate or make decisions. Sleep and eating patterns also can be disrupted — some people may overeat and oversleep, while others experience a loss of sleep and loss of appetite. Sensitivity to environmental factors. Sirens, loud noises, burning smells or other environmental sensations may stimulate memories of the disaster creating heightened anxiety. These “triggers” may be accompanied by fears that the stressful event will be repeated. Strained interpersonal relationships. Increased conflict, such as more frequent disagreements with family members and coworkers, can occur. You might also become withdrawn, isolated or disengaged from your usual social activities. Stress-related physical symptoms. Headaches, nausea and chest pain may occur and could require medical attention. Preexisting medical conditions could be affected by disaster-related stress.

How do I cope?
Fortunately, research shows that most people are resilient and over time are able to bounce back from tragedy. It is common for people to experience stress in the immediate aftermath, but within a few months most people are able to resume functioning as they did prior to the disaster. It is important to remember that resilience and recovery are the norm, not prolonged distress.

There are a number of steps you can take to build emotional well-being and gain a sense of control following a disaster, including the following:

- Give yourself time to adjust.
- Anticipate that this will be a difficult time in your life.
- Allow yourself to mourn the losses you have experienced and try to be patient with changes in your emotional state.
- Ask for support from people who care about you and who will listen and empathize with your situation. Social support is a key component to disaster recovery. Family and friends can be an important resource. You can find support and common ground from those who've also survived the disaster. You may also want to reach out to others not involved who may be able to provide greater support and objectivity.
- Communicate your experience. Express what you are feeling in whatever ways feel comfortable to you — such as talking with family or close friends, keeping a diary or engaging in a creative activity (e.g., drawing, molding clay, etc.).
- Find a local support group led by appropriately trained and experienced professionals. Support groups are frequently available for survivors. Group discussion can help you realize that you are not alone in your reactions and emotions. Support group meetings can be especially helpful for people with limited personal support systems.
- Engage in healthy behaviors to enhance your ability to cope with excessive stress. Eat well-balanced meals and get plenty of rest. If you experience ongoing difficulties with sleep, you may be able to find some relief through relaxation techniques. Avoid alcohol and drugs because they can be a numbing diversion that could detract from as well as delay active coping and moving forward from the disaster.
- Establish or reestablish routines. This can include eating meals at regular times, sleeping and waking on a regular cycle, or following an exercise program. Build in some positive routines to have something to look forward to during these distressing times, like pursuing a hobby, walking through an attractive park or neighborhood, or reading a good book.
- Avoid making major life decisions. Switching careers or jobs and other important decisions tend to be highly stressful in their own right and even harder to take on when you're recovering from a disaster.

In addition to these recommendations, APA's Road to Resilience brochure describes steps that you can take to build resilience — the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress.

When should I seek professional help?
If you notice persistent feelings of distress or hopelessness and you feel like you are barely able to get through your daily responsibilities and activities, consult with a licensed mental health professional such as a psychologist. Psychologists are trained to help people address emotional reactions to disaster such as disbelief, stress, anxiety and grief and make a plan for moving forward. To find a psychologist in your area, visit APA's Psychologist Locator.

Thanks to psychologists Kevin Rowell, PhD, and Rebecca Thomley, PsyD, for their assistance with this article.

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities. Provide staff with information on possible poisonous materials in the building.
- Notify District Superintendent of situation and number of students and staff affected.

- Confer with Department of Health and Human Services before the resumption of normal school activities. Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

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

PREVENTATIVE MEASURES:

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

Tactical Responses to Criminal Incidents

The California Education Code establishes the basic framework for school districts to take steps to make schools safe. Each school in a district is required to develop a comprehensive school safety plan "that addresses the safety concerns identified through a systematic planning process." (Ed. Code, § 32280.) A "safety plan" is "a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus." (Ed. Code, § 32280.) The plan must be annually reviewed and updated by March 1. (Ed. Code, § 32286.)

Generally, the school site council is responsible for developing the safety plan. (Ed. Code, § 32281.) However, in lieu of the school site council, a school district or county office of education may elect to develop confidentially the portions of the safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, otherwise known as a "tactical response plan." (Ed. Code, § 32281(f)(1).) The term "tactical response" means the "steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators." (Ed. Code, § 32281(f)(2).) When developing a tactical response plan, district or county officials must consult with law enforcement officials and invite representatives of exclusive bargaining units of district employees to participate. (Ed. Code, § 32281(f)(1).)

Unlawful Demonstration or Walkout

- A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:
- disrupt school activities;
- cause injury to staff and students; and/or damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF
ACTIONS:

- Report disruptive circumstances to principal/site administrator. Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement. Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building. Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance. Send home with students for their parents/guardians a brief written description of the emergency, how it

was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads. Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions. Assign staff members to assist nurse as necessary.

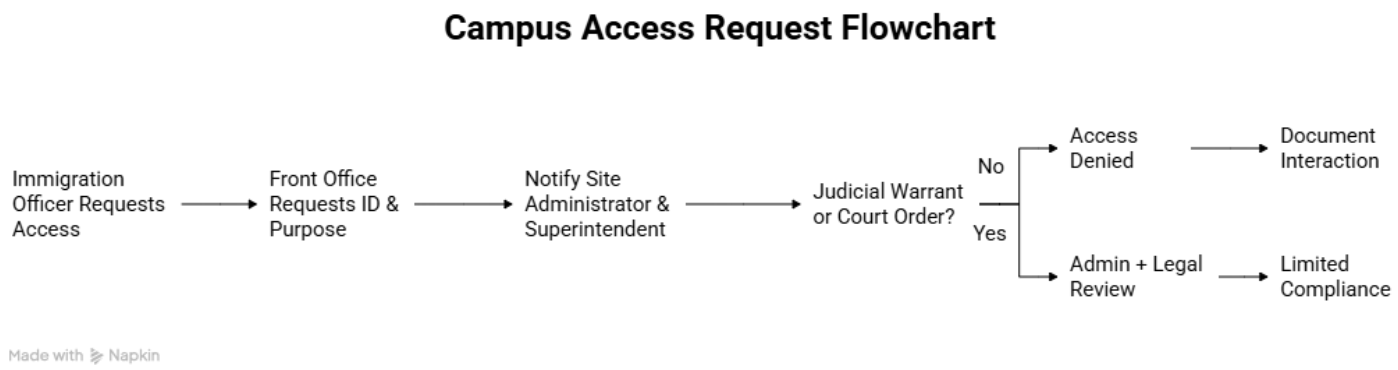
STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to DUCK AND COVER, lie on the floor and keep students calm. Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

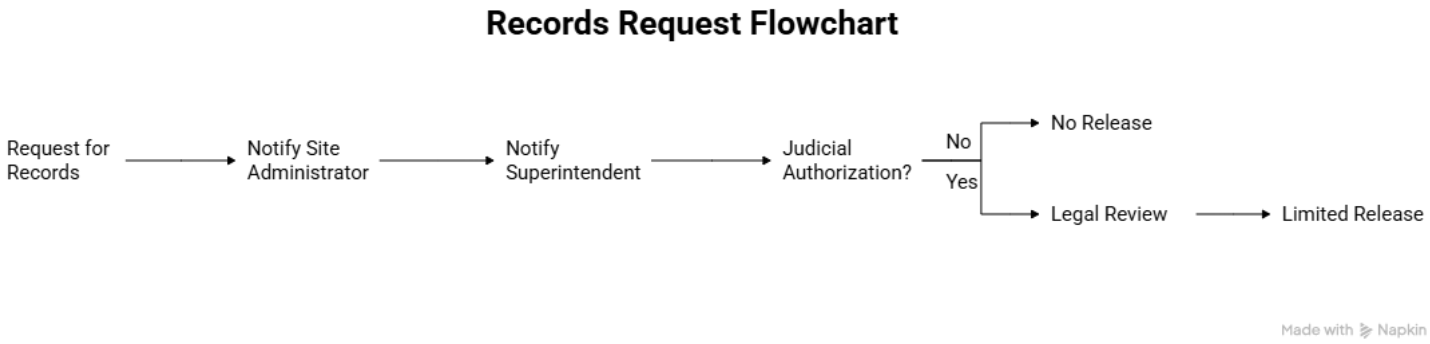
Emergency Evacuation Map

Immigration Enforcement Response Procedures Notification Templates

Campus Access Request Flowchart



Records Request Flowchart



SB 98 Notification Flowchart

