

Orland Unified School District Safe School Plan

2025-2026 School Year



**Orland Unified School District
1308 Fairview Street
Orland Ca. 95963**

Approved by: Orland Unified School Board on

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Vision Statements

OUSD Vision Statements

OUSD students, faculty and staff will have the ability to learn and work in a safe, supportive environment in order to further their education and professional goals.

Introduction

This safety plan will be reviewed, updated and approved annually by March 1, and the safety information will be communicated to the parents and students through the student handbook and will be posted on the WEB site. Drills will be conducted regularly and an annual school safety review or survey will be completed to look for potential safety hazards. Staff will review the safety plan at the beginning of the school year and any modifications will be communicated to the staff as they occur. The following information is offered to help prepare for emergencies, and to give guidance for what to do before, during, and after any emergency.

Loyalty Oath

Government Code Chapter 8 of Division 4 of Title 1

Chapter 8. Oath or Affirmation of Allegiance for Disaster Service Workers and Public Employees (Amended by states. 1972, CH.590)

*** All public employees are disaster service workers subject to assignment to them by their superiors or by law.

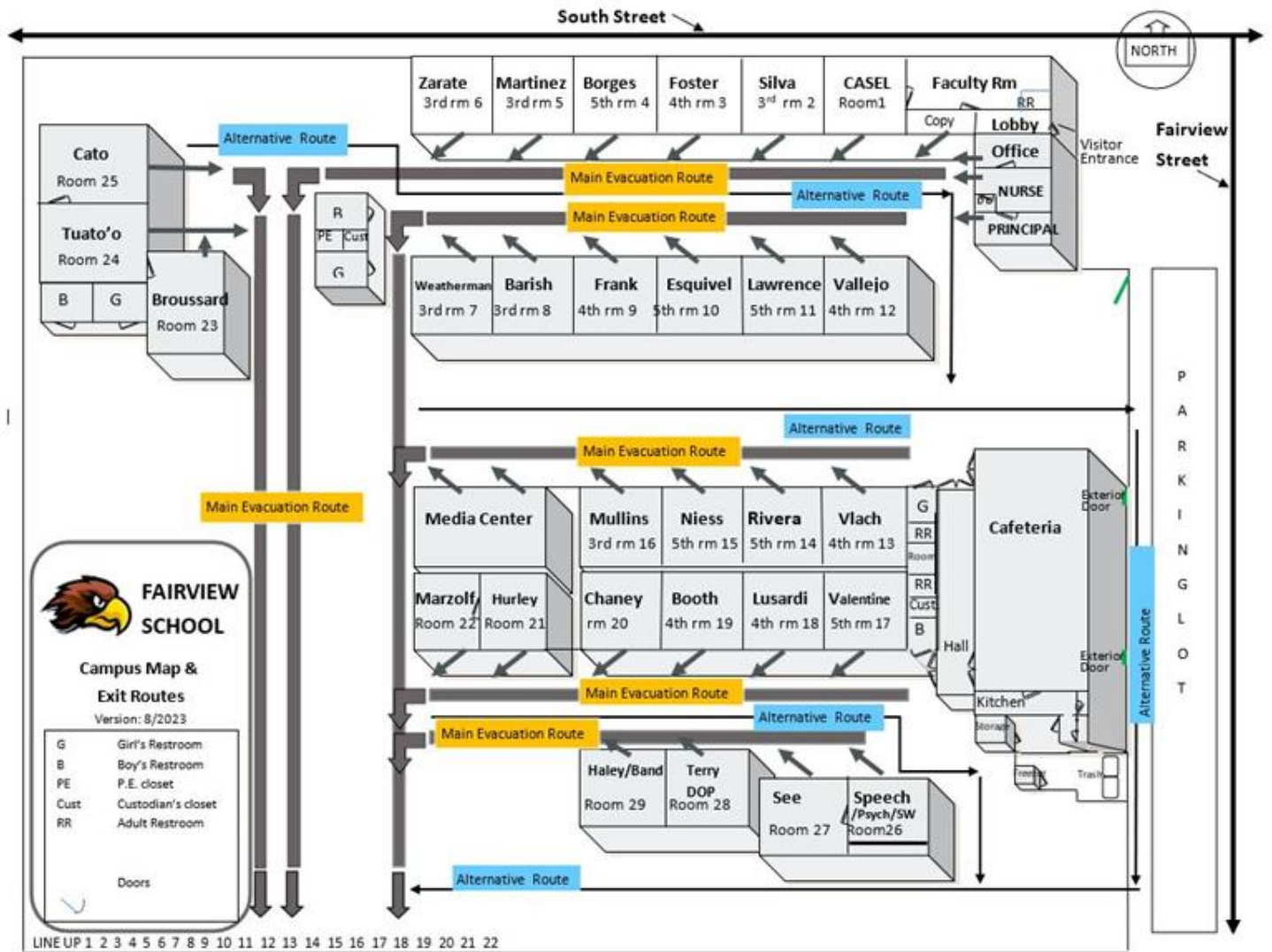
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It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of this state from the effects of natural, man-made, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. (STATS. 1950 3D EX. SESS., CH.7,as amended by STATS. 1971, CH. 38)

3101

For the purpose of this chapter the term "disaster service worker" includes all public employees and all volunteers in any disaster council or emergency organization accredited by the California Emergency Council. 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. (STATS. 1950 3D EX. SESS., CH.7, as amended by STATS. 1971, CH. 38)

Facilities/Site Map



School Staff

Buddy and Wing Leader

Teachers	Buddy	Room	Extension
Michelle Silva - 3rd grade		Rm. 2	3002
Tanya Foster - 4th grade		Rm. 3	3003
Allison Borges - 5th grade		Rm. 4	3004
Lucero Martinez - 3rd grade DI		Rm. 5	3005
Andreina Zarate - 3rd grade DI		Rm. 6	3006
Diane Weatherman - 3rd grade		Rm. 7	3007
Roxanne Barish - 3rd grade		Rm. 8	3008
Judyanne Frank - 4th grade DI		Rm. 9	3009
Itaith Esquivel - 5th grade DI		Rm. 10	3010
Zandi Lawrence - 5th grade		Rm. 11	3011
Michele Vallejo - 4th grade DI		Rm. 12	3012
Elizabeth Vlach - 4th grade		Rm. 13	3013
Theresa Rivera - 5th grade		Rm. 14	3014
Amy Niess - 5th grade		Rm. 15	3015
Ashley Mullins - 3rd grade		Rm. 16	3016
Kelly Valentine - 5th grade		Rm. 17	3017
Korin Lusardi - 4th grade		Rm. 18	3018
Christine Booth - 4th grade		Rm. 19	3019
Joannie Chaney - Education Specialist		Rm. 20	3020
Megan Ortega - Education Specialist		Rm. 21	3021
Barbara Marzolf - Education Specialist		Rm. 22	3022
Cory Broussard - Interventions		Rm. 23	3023
Cheryl Tuato'o - ELD		Rm. 24	3024
Alex Cato - Interventions		Rm. 25	3025
Courtney Tamagni - Speech		Rm. 26/Speech	3026
Christina Mesker - District Social Worker		Rm. 26/ SW Office	8104
Lili Camacho Balerio - School Psychologist		Rm. 26/Psy Office	1502
Rikki See - SDC		Rm 27	3027
Theresa Terry - DOP		Rm. 28	3028
Jessica Haley - Music		Rm. 29	3029
Lindsay Reimers - P.E.		Rm. 30	3030

Sheila Mathrole - Principal		Administration	3310
Marci Sanchez - Site Secretary		Office	3300
Neli Pena - Attendance Clerk/ASB/ELD Paraprofessional		Office	1320
Maribel Garcia - Bilingual Svcs Specialist/ ELD Paraprofessional		Office	3305
Michelle Dobbs - District Nurse (RN)		Office	1320
Briana Harris - District LVN		Office	3320
Marci Hansen - Health Aide		Office	3320
Sherylynn Byker - Library Technician		Library	3307
Instructional Aides	Adriana Andrade, Maria Arenas Avila, Kate Bettencourt, Tami Embrey, Jessica Johnson, Sofia Lopez, Amelia Martinez, Lindsey Putnam, Tommy Reber, Cathy Reimer, Sophia Silva, Christina Shannon, Laura Shannon		
Yard Supervisors	Jeane Bracy, Savannah Carlson-Reimer, Kermit Houghtaling		
Cook	Bobbie Brewster		
Cafeteria Workers	Suzanna Ocampo-Mendoza, Diana Leon-Melgoza		
Custodians	Steve Groppi (7:30 – 3:30pm), Vanessa Leon (4-11 pm)		
Bus Drivers	Roy Byker Jr. Steven Groppi Elaine Gutierrez Sarah Retzloff Ron Walker Staci Elkin Jeff Hart Mike Skidmore Hernan Hernandez Hermelinda Garcia Noe Alvarez Heriberto Reyes Andrew Ramirez Yessenia Leon Hunter Chaney		

School Safety Committee

Our community members also serve on our safety committee.

School Site Council Members:

Staff	Parent/Community
Sheila Mathrole	Miranda Coughlin
Diane Weatherman	Beatriz Garcia
Korin Lusardi	Marisol Gonzalez
Amy Niess	Martha Smith
Laura Shannon	

School Crisis Response Team

Crisis Response Team Members:

Staff Member	Title	Responsibility	Alternative
Sheila Mathrole	Principal	Incident Commander	Barbara Marzolf
Marci Sanchez	Secretary	Support to IC/Communications	Maribel Garcia
Michelle Dobbs	District Nurse	Intra-district Communications/First Aid	Marci Hansen
Neli Pena	Attendance	Communications/First Aid	Marci Sanchez and Marci Hansen
Sherylynn Byker	Library Tech	Staging/Reunification Location	
Mark Smith	School Site Facilities/Operations/Maintenance Manager	School Site Facilities/Operations	Steve Groppi
Michelle Silva	Zone Leader 1 (Office, Rooms 2-6)	Assist Incident Commander	Tanya Foster
Zandi Lawrence	Zone Leader 2 (Rooms 7-12)	Assist Incident Commander	Judyanne Frank
Alex Cato	Zone Leader 3 (Rooms 13-16, 23-25)	Assist Incident Commander	Cory Broussard
Barbara Marzolf	Zone Leader 4 (Rooms 17-22)	Assist Incident Commander	Joanie Chaney
Lili Camacho	Zone Leader 5 (Rooms 26-29)	Assist Incident Commander	Jessica Haley-Cheatham
Steve Groppi	Custodian	School Site Facilities/Operations/Maint. Assistant	

State Mandated Components

SECTION 1- Child Abuse Prevention and Reporting

All employees complete a Mandated Reporter Training by September. 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, administrators and employees of the licensed child daycare facility, Head Start teachers, district police or security officers, licensed nurses or health care providers and administrators, presenters, and counselors of a child abuse prevention program.

The following procedures/actions shall be used when a school mandated reporter suspects any child abuse of a student:

Responsibilities

Note: Penal Code §11166 specifies that a mandated reporter has a duty to report when acting in his/her professional capacity or within the scope of employment. When a mandated reporter is acting in a private capacity, like other private citizens, he/she has the discretion whether or not to make a report.

A mandated reporter shall make a report using the procedures provided below whenever he/she has knowledge of, suspects, or observes a child that has been the victim of child abuse or neglect.

Definitions

Child abuse or neglect includes the following:

1. A physical injury or death inflicted by other than accidental means of 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.

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

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, evidenced by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to an agency specified in Section 11165.9.

Note Penal Code §152.3, it may be a misdemeanor, with specified exceptions, for a witness to not report a murder, rape, or lewd or lascivious act as defined in Penal Code §288, where the victim is under age 14.

Any district employee who reasonably believes that he/she has observed the commission of murder, rape, 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.

Responsibility of Reporting

1. The reporting duties of mandated reporters are individual and cannot be delegated to another person.
2. 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 in a single report 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.
3. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Reporting Procedures

1. Immediately, or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial telephone report to any police department, sheriff's department, or county welfare department. When the initial 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.

- Glenn County Child Protective Services (CPS).... 865-1165 or 934-6520 (24/7 hotline)
- FAX: (530) 865-1167 MAIL: P.O. Box 611 Willows, CA 95988
- Orland Police Department...865-1616 County Sheriff....934-6441

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

Reports of suspected child abuse or neglect shall include if known:

- 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, &, where applicable, school, grade, & class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians.
- d. The name, address, telephone number, and or other relevant personal information about the person who might have abuse or neglect of the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect, and the source(s) of that information.

The mandated reporter shall make a report either if some of this information is not known or is uncertain to him/her. The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an accident of child abuse or neglect, or to a report made from serious emotional damage pursuant to Penal Code §11166.05.

Internal Reporting

1. The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee.
 2. 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 Superintendent or designee.
 3. The principal so notified shall provide the mandated reporter any assistance necessary to ensure that reporting procedures are carried out in accordance with the law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.
 4. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or another person shall not be a substitute for making a mandated report to the appropriate agency.
- ***See Administrative Regulation AR 5141.4 for additional information related to child abuse prevention and reporting.

State Mandated Components (Continued)

SECTION 2- Disaster Response Procedures

Emergency Procedures for Students with Special Needs and School District Protocol for Adaptations for Pupils with Disabilities

Effective Since: January 1, 2024

Overview: In compliance with Senate Bill 323, our school district has integrated comprehensive adaptations into our disaster procedures to ensure accessibility and safety for pupils with disabilities. This initiative aligns with the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

I. Inclusion of Adaptations in Disaster Procedures

- All disaster response plans now include specific adaptations to accommodate the needs of pupils with various disabilities.
- These adaptations are designed to ensure that all evacuation, lockdown, and emergency response procedures are accessible to every student.

II. Collaboration with Special Education Experts

- We have collaborated with special education experts and disability advocates to develop and refine these adaptations.
- Regular training is provided to all staff members to familiarize them with the specific needs and appropriate responses for students with disabilities.

III. Annual Safety Plan Evaluation

- Our safety plans undergo an annual evaluation to ensure that they include effective and up-to-date adaptations for pupils with disabilities.
- This evaluation process involves feedback from teachers, parents, and disability experts.

IV. Open Communication Channels

- We maintain open channels of communication for school employees, parents/guardians, educational rights holders, and pupils to raise concerns regarding individual students' ability to access disaster procedures.
- These concerns are promptly brought to the attention of the school principal for assessment and action.

V. Individualized Response Strategies

- When a concern about an individual pupil's access to disaster procedures is validated, we develop and implement tailored strategies to address their specific needs.
- These strategies are incorporated into the overall disaster response plan for the school.

VI. Regular Drills and Accessibility Checks

- Drills incorporating these adaptations are conducted regularly to ensure that all students, including those with disabilities, can participate effectively.
- Accessibility checks are a routine part of these drills to identify and rectify any gaps in our response plans.

VII. Continuous Improvement and Updating

- Our protocols for pupils with disabilities are subject to continuous review and improvement to adapt to changing needs and feedback.

- We stay informed about advancements in accessibility and emergency response to ensure our practices are up to date.

Note: The integration of these adaptations into our disaster procedures reflects our commitment to the safety and inclusivity of all students. We recognize the importance of addressing the unique needs of pupils with disabilities in emergency situations and are dedicated to ensuring that our safety plans are comprehensive, effective, and inclusive. Our approach involves ongoing collaboration with the community, experts, and stakeholders to provide a safe and supportive learning environment for every student. The Principal is responsible for identifying all students who will require additional assistance working with the designated certificated staff (classroom teachers) and to ensure that coverage and a plan is completed for each student.

***These procedures are confidential. Do not share these procedures with any person not employed by the district.

Emergencies

Please read through the crisis plan thoroughly and make sure you understand all the aspects of the plan that pertain to you.

If you witness an emergency call 911 and give a brief description of the emergency. Inform 911 that you'll need to call them back after you've notified the office to initiate appropriate response procedures.

Know the evacuation and alternative routes from the building. Make sure the map is posted by the exit. For students and staff with disabilities, routes to safety have been identified that are paved for a safe and quick exit.

DO NOT inform the students of what is happening unless the crisis plan tells you to do so.

Advise students to stay off phones until "all clear" is sounded. This will help keep emergency lines open for emergency responders.

A crisis response box with supplies and equipment lists will be available to all personnel in the event of an emergency.

Do not get into a power struggle with a parent or intruder. If someone is trying to forcefully take a child, contact the office immediately, and we will do our best to remedy the situation. If the office staff is unavailable, then call the Orland Police Department

Our main goal will always be to act on the side of safety. Never assume that everything will be fine. If you have a question or concern, please talk to the principal first, in the case of the principal's absence, another administrator will help assess the situation and help you determine what is needed.

All decisions in an emergency must be made with the best interest of students in mind.

Off-Site Evacuation

An administrator will announce all off-site evacuations. Teachers will lead their classes in a single file line to the designated location.

Mill Street will evacuate to:

1. Glenn County Fairgrounds
2. CK Price
3. (Alt. Orland High)

Fairview School will evacuate to:

1. Glenn County Fairgrounds
2. (Alt. CK Price)

CK Price will evacuate to:

1. Fairview
2. (Alt. Mill Street)

Orland High and North Valley will evacuate to:

1. Glenn County Fairgrounds
2. (Alt. North Valley soccer field)

Student/Parent Reunification Procedures

There are a wide variety of emergencies that might require student-parent reunification, for example, hazardous material transportation accidents, fires, natural gas leaks, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack, or other local hazards. An off-site evacuation location will be away from both the damage and the student assembly area.

Parent Notification

Once the decision is made to move students to an off-site evacuation location, parents will be notified using the Aeries Communication and an announcement will be posted immediately on the district website. Parents are advised to make sure their student's emergency card is always accurate.

Student Evacuation

Teachers walk their class in an organized line to the "student assembly area" of the off-site evacuation location. Teachers shall bring their green emergency folder with them: this folder contains current student rosters and will remain with their class until the last child leaves.

Reunification Procedures

- Parents will report to the assigned area and give the name of their child(ren).
- Parent or designee MUST show identification to ensure the person requesting the child is a match to the name on the emergency release card. This can be in the form of a valid driver's license, photo ID, or personal identification by school staff. DO NOT release students to people not listed on the emergency card.
- A runner will go to the student assembly area and get the child requested by the parent or adult. The runner will escort the student back to the pick-up area.
- The parent or designee must sign, date, and timestamp the roster before leaving with the child.
- If the child is in the first aid area, the parent will be escorted to that area for reunification with the child.

Crisis Response Box

The school site "Crisis Response Box" is located in the Main office and will be updated monthly.

The Crisis Response Box is an emergency kit designed to assist schools during a crisis. A strong crisis response strategy is designed to contain a crisis, and thereby reduce the risk of violence or trauma to students and school personnel. "The Box" is a unique product of the California Attorney General and State Superintendent of Public School's Task Force developed to help schools, local law enforcement, and emergency services personnel to prepare for a school emergency. The Crisis Response Box is an invaluable resource if a critical incident ever arises at school.

Contents: (adapted from the California Attorney General and Superintendent of Public School Instruction's recommendations)

- Current class rosters – A current list of where each student should be, during any period of the day
- Current Pictures of each student
- Copy of current Safe School Plan
- Set of keys to rooms, gates, etc.
- A comprehensive school map, including all interior doors and rooms and utilities shut off.
- Aerial Photos of the school from various angles
- First Aid Kit and blood stop package
- A complete list of classroom phone extensions for internal school phone calls
- A bell schedule
- A yearlong school calendar (including block schedule assignments)

- Emergency fire alarm operation
- Gas and power control

Crisis Responsibilities

Administration (The principal or a designated alternate)

1. The superintendent will be the only one to speak directly to the media.
2. The principal will make all the determinations of procedures to follow.
3. The principal or designee will give all announcements over the intercom.
4. The principal will maintain communication with the district office and other sites via the radio channels 2.
5. The principal will assign an alternate to assume duties in case of absence.
6. The principal will cruise the campus according to need and to help with rumor control.
7. The principal will release all information to the district office.

Office Staff (Bold is the primary person responsible)

1. The health clerk, district nurse, or attendance clerk will go to the incident to be on the scene to maintain communication with the office until medical personnel arrives.
2. The health clerk, district nurse, or secretary will gather medication and medication administration form and take to the assembly area during an evacuation.
3. The secretary or attendance clerk will stay in the office area and assist the principal with police and other emergency procedures.
4. The secretary or attendance clerk will gather a cell phone, radios, and the crisis response box, all to be taken to the assembly area.
5. The secretary or attendance clerk will coordinate transportation if needed.
6. The attendance clerk or secretary will call 911 when informed of the need.
7. The attendance clerk or secretary will gather emergency phone numbers, emergency cards, and as class rosters all to be taken to the assembly area.

Teachers

1. Take charge of all students in his/her classroom
2. Instruct and rehearse emergency drills
3. Keep available, by the door, the most current roster(s) or seating chart(s) with attendance information for every period of the day to take with you during an evacuation.
4. Know the evacuation routes and assembly areas for your classroom.
5. Write clear sub instructions for finding and following emergency procedures.
6. Take attendance and maintain a quiet and orderly class in the assembly area.
7. If during a break or prep period, immediately return to where students are located.
8. Teacher Buddy System for classroom evacuation
 - Assist each other in supervising students once in assembled areas
 - Check each other for the evacuation of the building
 - Classes of paired teachers stay as close to each other as possible
 - Know where to locate the roster with attendance information in your buddy's room.
 - The wing leader's buddy teacher is the alternate wing leader.
9. Wing Leader for classroom evacuation
 - Evacuate your classroom of students
 - Once at the assembly area, take class roll, and then the wing leader's "teacher buddy" will take responsibility for the wing leader's class.
 - Check classrooms, bathrooms, and hallways of your assigned wing for clearance.
 - Report to the principal for further direction
 - Know where utilities shut-off and tools needed are located in his/her wing in case the custodian is unavailable.

Custodian

1. Know the location of all utilities shut-off valves, gas, water, electric
2. Have appropriate tools for attending to shut-offs as soon as safe
3. Take charge of any sanitary needs
4. Be available for other duties designated by the principal

Librarian/Library Tech

1. First responsibility is to stay with the students in the library in the absence of the classroom teacher.
2. If a teacher is present, report to the office to assist office staff.
3. Be available for other duties designated by the principal.

Classroom Aides

1. Stay with the classroom until a regular teacher releases you to help wing leaders.
2. Be available for other duties designated by the principal.

Cafeteria Workers

1. Turn off all appliances in use.
2. Evacuate to the assembly area.
3. Help supervise students in the cafeteria.
4. Be available for other duties designated by the principal.

Public Agency Use of School Buildings for Emergency Shelters

Use of School Facilities for Emergency Mass Care and Shelter

1. Purpose and Authority

In accordance with state law and local board policy, Orland Joint Unified School District designates school buildings, grounds, and equipment available to public agencies, including local emergency management offices, for use as mass care and welfare shelters during disasters or other emergencies.

2. Activation Protocol

The transition from a school site to a public shelter will occur under the following conditions:

Request for Use: A formal request is made by a recognized public agency (e.g., County Office of Emergency Services, City Manager, or American Red Cross).

Authorization: The Superintendent or designated District Safety Officer must authorize the release of the facility.

Site Notification: The Site Administrator (Principal) or the designated "Facility Lead" will be notified to prepare the campus for handover.

3. Roles and Responsibilities

Personnel

Responsibility

Site Administrator

Acts as the primary liaison between the District and the sheltering agency.

Custodial/Maintenance

Provides access to HVAC, electrical panels, and water shut-offs; ensures sanitation supplies are available.

Food Services

(Optional/Per Agreement) Assists in providing access to kitchen facilities and existing food stock (with inventory tracking).

Shelter Manager (Agency)

Assumes full responsibility for the daily operation of the shelter, including resident supervision and security.

4. Facility Access and Usage Guidelines

To ensure the safety of the infrastructure and the readiness for the return of students, the following protocols apply:

Designated Areas: Usage is typically restricted to large assembly areas (Gymnasiums, Multi-Purpose Rooms, Cafeterias) and nearby restrooms. Classrooms and administrative offices remain locked unless specifically negotiated.

Inventory and Documentation: Upon arrival, the Shelter Manager and a school representative will perform a joint "walk-through" to document the pre-use condition of the facility.

Equipment Use: The agency may use school tables, chairs, and internet access (guest networks). Use of specialized instructional technology or laboratory equipment is prohibited.

5. Transition Back to Educational Use

The sheltering agency must provide a minimum of 24–48 hours' notice prior to vacating the premises.

Sanitization: The facility must be professionally cleaned and sanitized to health department standards for schools before students are permitted to return.

Damage Assessment: A final inspection will be conducted to identify any damage or depleted supplies for reimbursement/restoration.

Emergency Procedures

Fires and Evacuation

The following procedures/actions shall be used when a fire is discovered in any part of the school: ***Please refer back to the School Safety Committee document as well as the section on reunification for quick reference***

1. The principal, staff member, or designee shall sound fire signals unless the school and/or building is equipped with automatic fire detection and alarm system.
2. If you discover a fire, call 911 and alert the administration.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response. DO NOT PANIC. Your confidence and judgment is critical and will prevent panic.
5. Evacuate campus according to the emergency exit maps.
6. Upon exit of the classroom, teachers shall shut their classroom door, leaving the door unlocked.
7. Staff and students shall meet in the outside assembly area. (The primary area for reunification is located on the north side of campus in the grass area, the alternative location for reunification will be on the south side of campus in the grass area).
8. The teacher shall take a roll, report missing students, and provide assistance to any injured students.
9. In outside assembly areas, the principal, designee, and/or each department head shall account for their staff, report missing staff, and assist any injured staff.
10. The teacher will indicate students accounted for by using a Red or Green Card.
 - a. A Red Card indicates that there is a medical emergency and they need help. A red card also signals that the teacher has too few or too many students based on the roll sheet for that time/class period.
- A Green Card indicates that all students are present and accounted for.
11. The teacher buddies and wing leaders assist in the organization, if applicable, to their school.
12. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.
13. An evacuation will end when the following message is read over the intercom stating, "The evacuation is over and the campus is clear". This statement shall be repeated three times. The sounding of an all-clear bell or permission granted from the principal, designee, or law enforcement may also end a school evacuation.
14. Staff will delay up to 1 minute before exiting the building to listen for further information over the intercom.
15. For students and staff with disabilities, routes to safety have been identified that are paved for a safe and quick exit.

***See Administrative Regulation AR 3516 (Emergencies and Disaster Preparedness Plan), AR 3516.1(Fire Drills, Fire and Evacuation), and AR 0450 (Philosophy, Goals, Objectives, and Comprehensive Plans).

Fairview School Staff - Zone Leaders 2025-2026

Teachers	<u>Room</u>	<u>Extension</u>
<u>Zone 1</u>		
Michelle Silva	2	3002
*Tanya Foster	3	3003
Allison Borges	4	3004
Lucero Martinez	5	3005
Andreina Zarate	6	3006
<u>Zone 2</u>		
Diane Weatherman	7	3007
Roxanne Barish	8	3008
*Judyane Frank	9	3009
Itaith Esquivel	10	3010
Zandi Lawrence	11	3011
Michele Vallejo	12	3012
<u>Zone 3</u>		
Elizabeth Vlach	13	3013
Theresa Rivera	14	3014
Amy Niess	15	3015
Ashley Mullins	16	3016
*Cory Broussard	23	3023
Cheryl Tuato'o	24	3024
Alex Cato	25	3025
<u>Zone 4</u>		
Kelly Valentine	17	3017
Korin Lusardi	18	3018
Christine Booth	19	3019
*Joanie Chaney	20	3020
Megan Ortega	21	3021
Barbara Marzolf	22	3022
<u>Zone 5</u>		
Lili Camacho	26	1502
Courtney Tamagni	26	3030
Christina Mesker	26	8104
Rikki See	27	3027
Theresa Terry	28 DOP	3028
*Jessica Haley-Cheatham	29 Music Room	3029
Teachers in BOLD are the Zone Leaders. Teachers with an asterisk after their name are alternate Zone Leaders and may act as a Zone Leader if a designated Zone Leader teacher is absent. After an evacuation, Zone Leaders may be asked to go back to their class or zone to search for missing students, lock doors, etc. Zone Leaders may be asked to serve as emergency service workers and help in case of disaster or emergency. Other teachers, not in bold, will stay at the evacuation zone site and monitor students.		

Fairview School Staff - Zone Leaders 2025-2026

Classified Staff	Location
<u>Zone 1 (Office)</u> *Neli Pena Marci Sanchez Marci Hansen Sheila Mathrole	<u>Office</u>
<u>Zone 2</u> *Maria Arenas Avila Sofia Lopez	<u>Courtyard Hallway - Rooms 1-12</u>
<u>Zone 3</u> Sherylynn Byker *Maribel Garcia Amelia Martinez Marisa Espinoza Kermit Houghtaling (if on duty) Bernedice Silva (if on duty)	<u>Library Hallway - Rooms 13-16, Library, Rooms 23-25</u>
<u>Zone 4</u> Steve Groppi Bobbie Brewster Suzana Ocampos Diana Leon Jeane Bracy (if on duty) *Savannah Carlson-Reimer (if on duty)	<u>Cafeteria Hallway</u>
<u>Zone 5</u> Laura Shannon Christina Shannon *Cathy Reimer Tommy Reber	<u>Outside Hallway - Rooms 17-22, 26-29</u>
Staff in BOLD are the Zone Leaders. Staff with an asterisk after their name are alternate Zone Leaders and may act as a Zone Leader if the designated Zone Leader is absent. After an evacuation, Zone Leaders may be asked to go back to their zones or to search for missing students, lock doors, etc. Zone Leaders may be asked to serve as emergency service workers and help in case of disaster or emergency. Other classified staff, not in bold, will stay at the evacuation zone site and help monitor students.	

Wildfire Evacuation, Early Warning, and On-Campus Refuge Protocol (AB 2968 / EC 32282 Compliance)

A. Purpose & Statutory Scope

In accordance with California Assembly Bill 2968 and Education Code Section 32282, Orland Joint Unified School District (OJUSD) maintains protocols for wildfire hazard reduction, early warning evacuation, and designated on-campus refuge shelter identification to ensure pupil and staff safety during wildfire emergencies.

B. Designated On-Campus Refuge Shelter Identification

In the event that immediate off-campus evacuation is determined to be unsafe or blocked due to wildfire conditions, each school site has designated a structural refuge shelter on campus:

- **Primary Designated Refuge Structure:** *[Insert Primary Location, e.g., Campus Main Gymnasium / Multi-Purpose Building]*

- **Secondary Refuge Structure:** *[Insert Secondary Location, e.g., School Cafeteria]*
- **First Responder Defense Notification:** In compliance with EC 32282(a)(2)(B)(iii), the designated refuge shelter locations and site floor plans have been formally submitted to the **Orland Volunteer Fire Department** and **Glenn County Office of Emergency Services (OES)** so first responders can prioritize structural defense of the building in the event of an approaching wildfire.

C. Early Warning Communication & Evacuation Decision Matrix

When Glenn County OES or local authorities issue an **Evacuation Warning** or **Red Flag Warning**, the Incident Commander (Site Administrator/Designee in coordination with the Superintendent) shall execute the following decision protocol:

Trigger / Condition	Primary Strategy	Action Protocol
Early Evacuation Warning Issued <i>(Sufficient lead time & clear access routes)</i>	Orderly Off-Site Evacuation	Activate District transportation fleet for student transport; issue parent broadcast notification; execute orderly transit to designated county relocation assembly point.
Immediate Active Wildfire Threat / Impassable Routes <i>(Off-site movement poses greater hazard)</i>	Shelter-in-Place in Designated Refuge	Transport all students/staff into the primary designated refuge building; shut down HVAC/air intakes; establish direct radio communication with Orland Fire Command.

D. Defensible Space Standards & Maintenance

Sites located in or adjacent to high-risk zones shall maintain defensible space standards in coordination with District Operations & Maintenance:

- **Zone 0 (0–5 ft):** Maintain non-combustible hardscape (gravel, concrete), keep roofs/gutters clear of leaf litter and debris.
- **Zone 1 (5–30 ft):** Trim tree branches to maintain at least 10 feet of clearance from other trees/structures; remove dead vegetation.
- **Zone 2 (30–100 ft):** Maintain grass height below 4 inches and clear excessive dry leaf/needle buildup.

E. Local Agency Coordination

This protocol and associated campus ingress/egress maps were reviewed in consultation with the **Orland Volunteer Fire Department** and **Glenn County OES**.

Earthquake Emergency Procedure System

The following procedures/actions shall be used when an earthquake occurs at school:

1. Each student and staff member shall initiate the drop procedure, whereby all individuals take cover under a table or desk, dropping to his/her knees, with the head protected by the arms and their back to the windows.
2. For staff and students with disabilities, they will duck down, as low as physically possible, and cover their neck and head with their hands or object.
3. Administration or designee shall notify channel 2 listeners on their portable radio of the incident.

For a drill: Administration or designee shall announce over the intercom: “This is an earthquake drill. Initiate all earthquake procedures.” This statement shall be repeated three times.

When Inside Buildings and Classrooms

1. Staff shall have students perform the drop procedure. The student should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be distinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and evacuate the building in an orderly manner.

While Outdoors or on School Grounds

1. Staff shall direct students to walk away from buildings, trees overhead power lines, powerful, exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students remain there until the earthquake is over or until further directions are given.

While on the School Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the superintendent or designee for instruction before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

Subsequent Earthquake Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and or County building inspectors, and utility companies and shall confirm with them regarding the advisability of closing the school.
7. The principal or designee shall contact the superintendent or designee, and request further instructions. After assessing the earthquake damage.
8. The superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow the directions.
9. For students and staff with disabilities, routes to safety have been identified that are paved for a safe and quick exit.
 - An evacuation shall take place after an earthquake. When available, the fire alarm will sound to signal an emergency evacuation.
 - An evacuation will end when the following message is read over the intercom stating, "The evacuation is over and the campus is clear". This statement shall be repeated three times. The sounding of an all-clear bell or permission granted from the principal, designee, or law enforcement may also end a school evacuation.

(The primary area for reunification is located on the north side of campus in the grass area, the alternative location for reunification will be on the south side of campus in the grass area).

***See Administrative Regulation AR 3516.3(Earthquake Emergency Procedure System), AR 3516 (Emergencies and Disaster Preparedness Plan), and AR 0450 (Philosophy, Goals, Objectives, and Comprehensive Plans).

SHELTER IN PLACE

The following procedures/actions shall be used when a school SHELTER IN PLACE is declared:

A SHELTER IN PLACE may be initiated if a heightened security level is necessary due to a possibly dangerous situation occurring in the school's general area, yet not immediately affecting the safety of the school site. For example, SHELTER IN PLACE may be initiated when another school is in SHELTER IN PLACE or if there is a dangerous situation nearby.

Administrator's Responsibilities

1. The Administration or designee shall announce over the intercom: "SHELTER IN PLACE" with directions as to why they are needed to SHELTER IN PLACE. This statement shall be repeated three times.
2. The administration or designee shall notify channel 2 listeners on their portable radio.

Teacher & Staff Member Responsibilities

1. Lock all doors from inside, if possible. If not, quickly lock them from the outside. If outside, guide students to the closest building and get inside.
2. All students and staff, if outside of class (lunch, recess, PE, break), shall return immediately to the classroom.
3. Turn off all lights inside the building.
4. Teachers shall shut all blinds and cover windows safely (if applicable).
5. Teachers shall facilitate student behavior and maintain a comforting environment.
6. Students shall remain in their current classroom until the SHELTER IN PLACE ends.
7. During classroom time, instruction shall continue.
8. For students and staff with disabilities, routes to safety have been identified that are paved for a safe and quick exit.
9. Staff will delay up to 1 minute before exiting the building to listen for further information over the intercom.

Ending a SHELTER IN PLACE

A SHELTER IN PLACE will end when the following message is read over the intercom stating, "The SHELTER IN PLACE is over, the campus is clear. This statement shall be repeated three times.

***See Administrative Regulation AR 3516 (Emergencies and Disaster Preparedness Plan) and AR 0450 (Philosophy, Goals, Objectives, and Comprehensive Plans).

(The primary area for reunification is located on the north side of campus in the grass area, the alternative location for reunification will be on the south side of campus in the grass area).

ACTIVE THREAT

An ACTIVE THREAT may be initiated if a heightened security level is necessary due to a possibly dangerous situation occurring in the school's general area, yet not immediately affecting the safety of the school site.

An active threat may be initiated if a heightened security level is necessary due to an active shooter, dangerous intruder, weapons causing a threat on campus, or a hostage situation:

In the event of an active shooter, dangerous intruder, hostage situation, or person with weapons on campus, the school should initiate ACTIVE THREAT procedures.

Administration, staff members, and students shall follow all procedures and responsibilities listed in the ACTIVE THREAT procedures.

Run Hide Fight is a safety protocol recognized by law enforcement and the Department of Homeland Security. Run Hide Fight gives students and staff options in threatening situations. Run Hide Fight empowers you to make decisions based on real-time information to increase survivability. Making good split-second decisions could prevent you from being

injured and may save your life and the lives of others. The strategies below can be used in any order. If you discover an active threat, call 911 and alert the administration.

Administrator's Responsibilities

1. Activate the VOLCOM System code
2. Administration or designee shall announce over the intercom: "ACTIVE THREAT" with details on why and where on campus the threat is. This statement shall be repeated three times.
3. Call 911
4. Administration or designee shall notify channel 2 listeners on their portable radio.

Teacher & Staff Member Responsibilities

1. Make a decision on the three outs: Run Hide Fight

The Three Outs

When security and prevention measures have failed, and a shooter/dangerous intruder is on campus there are three response options available.

1. Run - Run away from the shooter/intruder.
2. Hide - Keep the shooter/intruder out of your room or facility.
3. Fight - Fight back or take action against the shooter/intruder.

Run

1. Students should evacuate the area if they can safely leave.
2. Students should leave their belongings behind.
3. Students should leave their hands visible.

Hide

1. Students should hide if they can't leave the area safely.
2. If students can get into a room with a door, lock the doors, if possible.
3. Students should barricade the entryway, if possible. Students should move objects, such as desks, chairs, other furniture, books, etc. to barricade the entrance.
3. Students should turn off all lights, televisions, radios, etc.
4. Students should also silence their cell phones and refrain from using them.
5. If a fire alarm goes off during an ACTIVE THREAT, teachers are not to release their students from HIDE. The following message: "Evacuate, Evacuate, Evacuate" will be the only signal to initiate an evacuation from campus.

Fight Back

1. Taking out for fighting back and be used, use as a last resort.
2. Students should attempt to incapacitate the shooter.
3. Students should act with physical aggression.
4. Students should look for items to throw at the shooter/intruder to use in an attack.

Procedures following a Shooter/ Intruder on Campus

1. Evacuation or releasing students from classrooms will be led by law enforcement.
2. All persons in classrooms will be patted down by law enforcement when exiting the classroom.
3. All persons in the classroom must leave backpacks/bags behind.
4. All persons in classrooms will be transported to an off-campus reunification site.
5. All persons in classrooms will then be released to parents/guardians by law enforcement.
6. There shall be a mandatory debrief of all students and staff members after any shooter or intruder on-campus situation.

***See Administrative Regulation AR 3516 (Emergencies and Disaster Preparedness Plan), AR 0450 (Philosophy, Goals, Objectives, and Comprehensive Plans), and Board Policy BP 3516 (Emergencies and Disaster Preparedness Plan, Business and Non-instructional Operations).

Chemical/Toxic Spill

Administration:

1. Call 911
2. Determine threat level and if to evacuate or SHELTER IN PLACE.
3. Announce via intercom with directions.
4. Call the District Office for media announcements to notify parents.
5. Call transportation (530-865-1207) if needed to help with the evacuation.

Staff

1. For non-airborne emergencies, teachers follow the same procedures as a fire evacuation. For students and staff with disabilities, routes to safety have been identified that are paved for a safe and quick exit.
 - a. Evacuate to the designated assembly area, take roll, indicate a green or red card, help “buddy” classes, release “wing leaders”, and maintain order.
 - b. Move crosswind, never upwind to avoid fumes.
2. For airborne toxic emergencies, teachers follow the same procedures as a SHELTER IN PLACE.
 - a. Tape windows and doors that may take in outside air
 - b. Turn off air conditioning/fans/heat
 - c. All persons should breathe through their shirts or other fabric.
3. Wait for further directions from the administration, ensuring that you follow the “student reunification procedure” outlined on pages 15.

(The primary area for reunification is located on the north side of campus in the grass area, the alternative location for reunification will be on the south side of campus in the grass area).

After the situation is resolved, the principal will put out a written statement for the STAFF ONLY to explain the situation. This is NOT to be shared with students, parents, the public, or the media. The principal will prepare a separate statement to go home.

Bomb Threat

The following procedure shall be followed when a bomb threat is received:

1. Any employee who received a bomb threat shall immediately call 911 and report the threat to the superintendent or designee.
2. If the threat is received through the mail system, or in writing, the employee shall place the message in an envelope and take note of where and by whom it was found. The employee should short handle the letter or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the employee should not delete the message and notify the superintendent or designee immediately.
3. Any employee receiving a telephone bomb threat shall try to keep the caller on the line to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller’s gender, age, any distinctive features of the voice of speech, any background noises such as music, traffic, machinery, or voices.
4. Any employee or student who sees a suspicious package shall promptly notify the superintendent or designee.
5. Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the crisis plan.
6. All employees shall turn off two-way radios, which are located in a threatened building.
7. No school employees shall search for or handle any explosive or incendiary device.
8. No one shall enter the threatened building(s) until the superintendent or designee declares that reentry is safe. Based on law enforcement and/or fire department clearance.

9. To the extent possible, the superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.
 10. Following the incident, the superintendent or designee shall provide crisis counseling for students and/or staff as needed.
 11. For students and staff with disabilities, routes to safety have been identified that are paved for a safe and quick exit.
- Note: The person who receives a call should attempt to get the following information while the caller is on the phone.

Where is the bomb located?
(building, floor, room, etc.)
When will it go off?
What does it look like?
What kind of bomb is it?
What will make it explode?
Did you place the bomb? Yes No
Why?
What is your name?

***See Administrative Regulation AR 3516.2 (Bomb Threats-Business and Non-instructional Operations), 3516 (Emergencies and Disaster Preparedness Plan), and AR 0450 (Philosophy, Goals, Objectives, and Comprehensive Plans).

Unidentified/Suspicious Person on School Site

The following procedures/actions shall be used when an unidentified or suspicious person is seen on school grounds:

Staff's Responsibilities

1. Approach the subject, greet them, and attempt to determine the nature of their business on school grounds.
2. Staff members should be observant of the subject while making a mental note of their physical appearance and dress.
3. Request that the subject report to the office and check-in.
4. If possible, accompany the person to the office.
5. If suspicious, notify the office or administration ASAP.

Administrator's Responsibilities

1. Follow steps 1-4 as listed above.
2. Ask for their identification.
3. If the subject is looking for a specific student, check their file for court orders, e.g. personal protection orders or custody orders.
4. If there is no acceptable reason to be in the building or on campus, ask the subject to leave.
5. If the subject refuses to leave:
 - A. Call 911!
 - B. Notify Channel 2 listeners on the radio of the incident.
 - C. If appropriate, declare "lockdown."
 - D. Call the district office to report the incident.

PM Custodian or Staff Responsibilities

1. Approach the subject, greet them, and attempt to determine the nature of their business on school grounds.
2. Staff members should be observant of the subject while making a mental note of their physical appearance and dress.
3. If there is no acceptable reason to be in the building or on campus, ask the subject to leave.
4. If the subject refuses to leave:
 - A. Call 911!
 - B. Call the "on-call" supervisor.

***See Administrative Regulation AR 3516 (Emergencies and Disaster Preparedness Plan), AR 0450 (Philosophy, Goals, Objectives and Comprehensive Plans), and Board Policy BP 3516 (Emergencies and Disaster Preparedness Plan, Business and Non-instructional Operations).

Missing/Unauthorized Removal/Abducted Person(s)

The following procedures/actions shall be used when a student is suspected/determine missing from school for non-legal/non-approved reasons:

Overall Procedures/Responsibilities

1. If abduction is observed or suspected, call 911!
2. Provide a detailed description of the abductor (physical appearance, type/color of clothing, and make model/color/license number of any vehicle seen and direction of travel).
3. If a person is missing/abducted, immediately notify the administrator.
4. Provide a detailed description of clothing/time/location when the person was last seen, and a photograph of the person.
5. Call IT to preserve school video footage.

Missing Person(s)-Abduction

Administrator's Responsibilities

Missing Person(s)-Abduction

1. Conduct an immediate campus-wide search of the grounds. Speak with staff and ask/or teachers who are familiar with the physical stature/base of the missing student.
2. Call 911! Provide suspect/vehicle information.
3. Call the OUSD district office at 530-865-1200 and transportation supervisor if necessary.
4. Contact the custodial parent/guardian of the missing student.
5. Gather student information (photos, class schedule, transportation method/from school)
6. If abduction is witnessed by others, detain and isolate witnesses from each other for interviews with the administrator/law enforcement.

Teacher & Staff Member's Responsibilities

Missing Student(s)-Abduction

1. Notify the Administrator.
2. Assist the Administrator with questioning friends/classmates.
3. Maintain control of the remaining students.
4. If abduction occurs during class, attempt to persuade the abductor not to commit the act.
5. Do not place yourself or students in harm's way.

PM Custodial Responsibilities

1. Same as the administrator's responsibilities.
2. Call the "On-Call" Supervisor.

***See Administrative Regulation AR 3516 (Emergencies and Disaster Preparedness Plan), AR 0450 (Philosophy, Goals, Objectives and Comprehensive Plans) and Board Policy BP 3516 (Emergencies and Disaster Preparedness Plan, Business and Non-instructional Operations), AR 5142.1(Students -Identification and Reporting of Missing Children).

Post-Death Intervention Plan

Post-Death Intervention Plan

When a death occurs, the school will activate the District's Crisis Team (Director of Student Services, Counselors, Psychologists, Social Worker) and plan to address the loss, as well as coordinate efforts with other schools that may also be impacted. The Principal of the school in which a student was enrolled at the time of their death will serve as the lead coordinator. The following steps will be followed:

- 1) Information will be verified regarding the circumstances surrounding the student's death (from family members or local authorities)
- 2) Family will be contacted (if not already contacted) to determine what information they would like to have disclosed (if information has not already been publicly released from a reliable source).
- 3) Once information has been verified, the Crisis Response Team will be assembled (Psychologists, Counselors, School Nurse, Office Staff). If outside of regular school hours, this may require initiating the phone tree.
- 4) Staff meeting will be scheduled before school starts the day following the incident. Factual information will be presented to staff members. Staff will have the opportunity to ask questions and prepare for supporting students in their class(es). If a teacher needs assistance with their class(es), a member of the Crisis Response Team will be available.
- 5) Principal will work with Teachers to determine who will communicate with students and in what way.
- 6) Arrangements will be made to have a substitute teacher available to relieve teachers who may be in need of support.
- 7) Arrange for support team members to follow the student's schedule to express support for students, acknowledge difficulty of the situation, or identify students in need of additional support.
- 8) Communicate with community-based agencies to provide additional support on campus for staff or students.
- 9) Prepare any necessary statements to be delivered to faculty, students, concerned parents, or the media.
- 10) Support any temporary display of grief or emotions (i.e., signs, flowers, balloons), as appropriate. However, school grounds may not be used for any formal funeral/memorial services.

The Crisis Response Team will work with Site Principal to support staff and students in the following ways:

- 1) Identify any students or staff who need special consideration (i.e., relatives of the student or staff member that died).
- 2) Arrange for a designated student support area that is staffed by counselors/psychologists with a check-in/check-out procedure.
- 3) Arrange for a designated staff support area that is staffed by counselors/psychologists.
- 4) Assess for impact at any other schools and arrange for support if needed.
- 5) Coordinate on-campus counseling services.
- 6) Provide support to students and staff either on campus or virtually, as needed.
- 7) Coordinate identification and treatment of students in need of ongoing care and make necessary referrals.
- 8) Provide opportunities for de-briefing and processing. Follow-up with staff 1-2 weeks later.

Opioid Prevention and Life-Saving Response Procedures

Opioid Overdose Protocol

Effective Date: January 1, 2024

Purpose: To provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 12, in accordance with Senate Bill 10.

I. Identification of Overdose Signs

- All staff and students will be educated on recognizing signs of an opioid overdose, which include, but not limited to:
 - Loss of consciousness or unresponsiveness
 - Slow, shallow, or stopped breathing
 - Constricted (small) pupils
 - Choking or gurgling sounds
 - Limp body

II. Immediate Response Procedures

- In the event of a suspected opioid overdose:
 1. Immediately call 911.
 2. If trained, administer first aid.
 3. If available and permitted, administer naloxone.

III. Naloxone Availability and Administration

- Naloxone kits will be stored in accessible, yet secure locations.
- Designated staff members will be trained in the administration of naloxone.

IV. Training and Education

- Annual training for staff on opioid overdose recognition and response.
- Educational programs for students about the dangers of opioid misuse.

V. Emergency Contact and Post-Overdose Procedures

- Maintain up-to-date emergency contact information for all students.
- Establish post-overdose support, including counseling and referral to treatment.

VI. Coordination with Local Health Authorities

- Coordinate response plans with local health departments and emergency services.

VII. Regular Review and Update of Protocol

- The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.

VIII. Communication Plan

- Regular communication of the protocol to staff, students, and parents.
- Ongoing awareness campaigns about opioid risks and prevention.

Confidentiality: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

School District Protocol for Dangerous, Violent, or Unlawful Activities

Overview: Our school district has established a comprehensive response plan for dangerous, violent, or unlawful activities occurring at school, during school-sponsored activities, or on school buses, as required by Senate Bill 671.

I. Reporting and Assessment

- We have established clear and accessible channels for all members of our school community to report any dangerous, violent, or unlawful activities.
- Our trained staff promptly assess the credibility and severity of these reports to determine the appropriate response.

II. Immediate Response and Safety Measures

- In response to credible threats, we swiftly implement safety measures including lockdowns, evacuations, or shelter-in-place, tailored to the specific nature of the incident.
- Regular drills and training sessions ensure that staff and students are well-prepared for these procedures.

III. Coordination with Law Enforcement

- We maintain a strong partnership with local law enforcement agencies, ensuring immediate notification and coordinated response to incidents.
- Joint response plans have been developed with law enforcement for various types of threats.

IV. Communication with Parents and Community

- Our communication plan enables us to inform parents and the community promptly and accurately during incidents, balancing transparency with confidentiality.
- We provide regular updates as situations evolve.

V. Support Services

- Counseling and support services are readily available for students and staff affected by incidents of violence or unlawful activities.
- We offer resources and referrals for additional assistance when needed.

VI. Training for Staff and Students

- Our ongoing training programs for staff and students cover recognizing, reporting, and responding to dangerous situations, including conflict resolution and de-escalation techniques.

VII. Review and Update of Protocol

- We regularly review and update our protocol to align with current best practices and legal requirements.
- Feedback from staff, law enforcement, and community members is a vital part of our review process.

VIII. Prevention and Education

- Our educational programs focus on violence prevention, conflict resolution, and fostering a safe and respectful school environment.
- We actively engage students in creating a positive school culture that discourages violent or unlawful behavior.

Immigration Enforcement Notification

Confirmation Protocol

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

Purpose:

In compliance with California Senate Bill 98 (Education Code § 32282), this district is committed to ensuring the safety and supervision of students and staff. The following procedures outline the mandatory notification process in the event that immigration enforcement is confirmed on a school site. These will be outlined below in 5 steps:

1. Definition of "Immigration Enforcement."

"Immigration enforcement" includes any efforts by federal, state, or local law enforcement to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law.

2. Procedure for Confirmation

School personnel who encounter or suspect the presence of immigration enforcement on campus must immediately report this to the Superintendent (or admin designee). The Superintendent (or designee) is responsible for verifying the presence of enforcement officers to prevent the dissemination of false rumors.

Required Notification Recipients

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

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

3. Mandatory Notification

Upon confirmation that immigration enforcement is present on a school site, the District will notify the following groups:

Parents and guardians of pupils

Teachers and administrators

School personnel and classified staff

Community members present on the school site

Notification Timing

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

4. Content of Notification

The notification shall be issued as soon as possible and must include the following information:

Date of the enforcement activity.

Time the enforcement activity was confirmed.

Location of the confirmed enforcement activity (e.g., "Main Office," "North Parking Lot").

Safety and Well-being Standard

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

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

Privacy Constraint

The notification shall not include any personally identifiable information.

5. Privacy Protection

To protect student and staff privacy, the notification shall not contain any personally identifiable information (PII) regarding the individuals who may be the subject of the enforcement activity, nor any information that could lead to the identification of such individuals.

Notification Methods

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

OUSD will notify parents/guardians using the secure communications method of our student information system, Aeires. OUSD will also notify all certificated, classified, and administration staff through our district email mass communication system.

Below you will find a sample of the notification letter that will go out to all stakeholders.
This notification will come from the superintendent or the district admin designee:

Subject: Important Safety Notification – [Date]

Dear School Community,

In accordance with California state law (SB 98), we are writing to inform you that the presence of immigration enforcement was confirmed on our campus today.

Date: [Insert Date]

Time: [Insert Time]

Location: [Insert Specific Location, e.g., High School Administration Building]

The safety and well-being of our students and staff remain our top priority. School operations [are continuing as normal / have been adjusted].

Sincerely,

Victor Perry
Superintendent
OJUSD
530-865-1200

***To ensure that all parents/guardians have equitable access, OUSD's student information system (Aeires) is maintained annually by our district tech team and our student data coordinator.
Each year, our "student data confirmation" process is completed by every family/parent/guardian in the district.

Resource Provision (Optional but Encouraged)

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

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

Annual Evaluation

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

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

Public Availability

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

An updated file of all safety-related plans and materials shall be readily available for inspection by the public and will be available on OUSD's district website.

State Guidance

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

OUSD will work with CDE with all updates on SB 98 and AB 49 to ensure we are up-to-date on all compliance measure for PROCEDURES FOR IMMIGRATION ENFORCEMENT NOTIFICATION.

Medical Emergencies and Sudden Cardiac Arrest

Sudden Cardiac Arrest (SCA) & Life-Threatening Medical Emergency Response Protocol (AB 2887 / EC 32282 compliance)

1. Purpose & Scope

In accordance with California Assembly Bill 2887 and Education Code Section 32282, Orland Joint Unified School District (OJUSD) has established evidence-based procedures to ensure rapid, coordinated responses to Sudden Cardiac Arrest (SCA) and other life-threatening medical emergencies occurring on school grounds during school hours, school-sponsored athletic events, and campus activities.

2. Cardiac Emergency Response Team (CERT) & Activation

Each OJUSD school site shall designate a local Medical Response/Cardiac Emergency Response Team comprising administrators, school nurses/health staff, office staff, athletic directors/coaches, and designated CPR-trained employees.

Upon identification of a potential cardiac arrest or life-threatening medical event (unresponsive individual, abnormal/gasping breathing):

1. **Call 911 Immediately:** Office or site staff contacts Emergency Medical Services (EMS).
2. **Deploy AED & First Aid:** Simultaneously retrieve the nearest Automated External Defibrillator (AED) and dispatch trained staff to the scene.
3. **Initiate CPR:** Immediately begin CPR according to American Heart Association (AHA) / Red Cross guidelines until the AED or EMS arrives.
4. **Guide First Responders:** Designated staff meets Glenn County EMS / Orland Volunteer Fire Department responders at campus entry points to guide them to the exact location.

3. AED Maintenance, Placement, and Accessibility

- **Locations:** AEDs are strategically placed in clear, accessible, and unobstructed locations on campus (e.g., main office, gymnasium, athletic fields, multi-purpose rooms). High-resolution campus maps indicating precise AED locations are embedded in this plan and posted near campus entryways.
- **Inspections & Upkeep:** Site health staff or designated site personnel inspect AED units monthly to ensure batteries, pads, and readiness indicators meet operational standards in alignment with evidence-based emergency cardiac care guidelines.

4. Staff Training & Education

- **CPR/AED Certifications:** Key school staff—including physical education teachers, athletic coaches, campus supervisors, health personnel, and administrators—shall maintain current certification in CPR/AED operation following evidence-based national emergency cardiac standards.
- **Site Drills:** Sites are encouraged to integrate at least one annual Cardiac Emergency Response drill to test reaction times, AED retrieval, and communication channels.

5. Consultation & Review

This medical emergency protocol was reviewed and developed in consultation with local Emergency Medical Services (EMS) personnel (Glenn County EMS / Orland Volunteer Fire Department) and is evaluated annually during the March 1 CSSP review cycle.

State Mandated Components (Continued)

SECTION 3- Suspension and Expulsion Policies

Pursuant to Education Code Section 48900 et seq.

DISCIPLINE OF STUDENTS

The Governing Board believes that one of the major functions of public schools in the preparation of youth for responsible citizenship. The district shall foster a learning environment that reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to becoming self-directed individuals.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Support services are available, but students and parents must understand that for continued violation of school rules, or for certain major offenses (usually related to violence), inadequate attendance, or failure to progress academically, the student may be transferred involuntarily to an alternative education program such as Community Day School or Independent Study. Corporal punishment shall not be used, but the use of reasonable and necessary force by an employee to protect themselves or other students or to prevent damage to district property shall not be considered corporal punishment.

SUSPENSION AND EXPULSION

Students may be subject to suspension and/or expulsion and/or arrest for committing any of the acts listed below (or any other pertinent education codes not listed):

1. EC 48900 (a1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2. EC 48900 (a2) Willfully used force or violence upon the person of another, except in self-defense.
3. EC 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects.
4. EC 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. EC 48900 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. EC 48900 (e) Committed or attempted to commit robbery or extortion.
7. EC 48900 (f) Caused or attempted to cause damage to school property or private property.
8. EC 48900 (g) Stolen or attempted to steal school property or private property.
9. EC 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
10. EC 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
11. EC 48900 (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
12. EC 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. EC 48900 (l) Knowingly received stolen school property or private property.
14. EC 48900 (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm.
15. EC 48900 (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
16. EC 48900 (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness for either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
17. EC 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

18. EC 48900 (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
19. EC 48900 (s) A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person
20. EC 48900.2 - Committed sexual harassment as defined in Section 212.5.
21. EC 48900.3 - Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
22. EC 48900.4. - Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that disrupts classwork, creates substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
23. EC 48900.7. - Has made terroristic threats against school officials or school property, or both.

A student may be suspended or expelled (and face arrest) for any of the acts listed above (as well as other board policy and/or administrative regulations) if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

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

HARASSMENT, DISCRIMINATION, BULLYING

Our school is dedicated to providing all students an environment free from harassment, discrimination, all forms of bullying, and hazing. This includes but is not limited to: harassment of any grade level or age of students, ethnic group, religion, gender, color, race, sexual orientation, national origin, and physical or mental disability. The Governing Board and education code 48900 prohibits intimidation, harassment, hazing, or retaliatory behavior against any group or individual student. Students who harass, bully, or haze other students shall be subject to appropriate school discipline, up to and including suspension/expulsion, and may be liable for damages in private legal action. Students who intimidate or threaten a witness (a potential felony) face suspension and possible arrest. Any student who feels that she/he is being intimidated, sexually harassed, bullied, hazed, or discriminated against in any way must IMMEDIATELY tell a teacher, administrator, or any school personnel.

Our staff is dedicated to providing all students an environment free from harassment, discrimination, all forms of bullying, and hazing. These topics are covered in multiple training that staff is required to do at the beginning of each school year.

State Mandated Components (Continued)

SECTION 4- Procedures for Notifying Teachers of Dangerous Pupils

Pursuant to Education Code Section 49079

- The Administrator will inform all applicable staff and faculty that a student has committed a crime or is a suspect of committing a misdemeanor or an offense where there is a reason to believe that the safety of other school community members is a concern.
- The notification will be made in writing as soon as a school official is made aware of the crime committed by the student.
- When available – an officer from the Orland Police Department may assist the administration with the communication to staff members and to develop a plan if the criminal behavior is repeated on campus or to establish safeguards to prevent harm to others if applicable.

§49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

The administration notifies staff on an in-service day at the beginning of each school year then by presenting them with a written notification which contained the student's name, violation, and a description of the violation. Updates are given to staff throughout the year pursuant to the aforementioned statute.

State Mandated Components (Continued)

SECTION 5- Sexual Harassment Policy

State and federal law protects students from all forms of sexual harassment (including sexual violence and sexual abuse). Any student, regardless of their gender, may potentially face sexual harassment which can interfere with a student's academic performance, as well as their emotional and physical well-being. Preventing and remedying sexual harassment in schools is essential to ensuring a safe environment in which students can learn.

In accordance with the 2020 Title IX Regulations and California Code of Regulations (Title 4, Sect. 4916), any person who has knowledge of or who has an allegation of potential sexual harassment or misconduct should immediately report to the School Administrator or District Title IX Coordinator. If the report is made to a School Administrator, they will immediately notify the Title IX Coordinator. Individuals may file a Formal Complaint that must be investigated or an Informal Complaint, which may not need to be investigated under Title IX Regulations. Each allegation will be taken seriously and evaluated to determine the most appropriate response. The District will respond promptly in a manner that is not deliberately indifferent, whether or not there is a Formal Complaint.

State of California Education Code Definition

§212.5. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress. (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual. (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment. (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual Harassment Complaints

District Administrative Regulation 4119.11/4219.11 requires the posting of the District's Title IX Coordinator which deals with the complaints of sexual harassment. The Title IX Coordinator is : Human Resources 903 South St. Orland, CA 95963 530-865-1200 hr@orlandusd.net

- This information is posted in the School Office.

State Mandated Components (Continued)

SECTION 6- School wide Dress Codes Prohibiting Gang-Related Apparel

Pursuant to Education Code Section 35183, if such a dress code exists

Students are expected to come to school in appropriate school clothes, which do not in any way distract other students from the educational process. All students shall be required to show proper attention to personal cleanliness, hygiene, and modesty while at school. The student's general appearance while at school should not attract undue attention nor cause embarrassment to either the wearer or others. If a pupil's appearance or dress causes any type of disruption or distraction, they may be asked to remedy the problem. California courts support reasonable, clear school regulations governing the appearance of students. (see CAC, Title 5, section 302 for further details). Additionally, the district recognizes the importance of appropriate dress and grooming as a career skill since most jobs require appropriate dress.

DRESS RELATED TO GANG ATTIRE/CLOTHING ETC.

GANG ATTIRE/CLOTHING ETC.

No gang-related colors, symbols, or paraphernalia may be worn. Such items include, but are not limited to, long belts, bandannas, and beanie hats. Clothing with specific numbers, symbols, pictures deemed inappropriate by the administration is not permitted on campus. Bandannas of any color may not be worn or displayed at any time.

GANG AFFILIATION AND ACTIVITY

The Governing Board finds that street gangs, which initiate or advocate activities, which threaten the safety, and well-being of persons or property are harmful to the educational process. Students participating in any type of gang display or activity are directly creating an unsafe environment for other students who must come to school according to California State law. Throwing signs, using hand signals, gang-style clothes (i.e.: smile now cry later), displayed numbers, jewelry, accessories, books, shoestrings, buttons, belts/buckles, or manner of grooming which implies membership in a gang creates a danger to other students and is prohibited on campus. Any incidents involving initiations, hazing, intimidations, or gang-related activities of such group affiliations would be investigated, and appropriate disciplinary action (including arrest) will be taken. Any student wearing, carrying, writing, or displaying gang paraphernalia, numbers, bandannas, etc., or making gestures that symbolize gang membership, or causing an incident that affects another student's attendance or school work shall be referred to police for gang documentation. Repeat or first-time offenses are subject to disciplinary action, up to and including suspension, expulsion, and/or involuntary transfer to an alternative campus

DRESS CODE

Students are expected to come to school in appropriate school clothes, which do not in any way distract other students from the educational process. All students shall be required to show proper attention to personal cleanliness, and modesty while at school. The student's general appearance while at school must not attract undue attention nor cause embarrassment to either the wearer or others. If a pupil's appearance or dress causes any type of disruption or distraction, they may be asked to remedy the problem. California courts support reasonable, clear school regulations governing the appearance of students, (see CAC, Title 5, section 302 for further details). Additionally, the district recognizes the importance of appropriate dress and grooming as a career skill since most jobs require appropriate dress. The dress code will be in effect for all school-related activities including but not limited to: riding the bus, attendance at sporting events, plays or concerts, field trips, careers with children, dances, prom, graduation, etc.

GENERAL DRESS CODE RULES

The following applies to all clothing articles: No clothing or jewelry that depicts or promotes drugs, alcohol, tobacco, or conveys the inference of drug use or illegal activity is permitted. No clothing decorated with inappropriate words, pictures, or slogans is allowed. No clothing with pictures, words, or symbols referring to weapons, violence, gangs,

nudity, sex, or sexual innuendo is allowed. Fishnet clothing is not permitted, including on top of other garments. The final decision upon the appropriateness of attire lies with the school administration. School site administration may exercise discretion related to items not specifically listed below.

HATS/HOODS

Hats with any type of bill or visor must be worn with the visor/bill facing forward.

Hoods must be worn down while in class.

No inappropriate words, pictures, or signs are allowed on hats.

Bandannas of any color are not permitted.

TOPS

All garments must fit properly. Tops must have two shoulder straps that are part of the top.

Tops should be of a modest cut and must not reveal cleavage or undergarments.

The stomach/midriff/cleavage area may not be exposed when walking or sitting.

Any top that causes a distraction to students or staff may result in action to remedy the problem.

BOTTOM CLOTHING

Should not be excessively torn, frayed, or overly short.

Should not be so overly large or overly tight as to draw undue attention.

Must be worn above the hips and be able to stay at hip level while walking, even if covered.

Pants and shorts must stay pulled up to where underwear is not visible.

Pajama pants or other "bedtime" clothing are not to be worn to school.

Shorts, skirts, and dresses must be of reasonable length and not too tight or short.

Shorts must have a minimum 2-3 inch inseam or must be longer than student arm length.

"Leggings," "Jeggings" Yoga, and tight pants must not draw undue attention.

SHOES/FOOTWEAR

Appropriate and safe shoes must be worn at all times.

Pajama slippers are not to be worn at school.

Closed-toed shoes must be worn in PE, shop classes, and during science labs.

UNDERGARMENTS

No undergarments may be showing at any time.

ARE NOT PERMITTED See-through or fishnet fabrics, halter-tops, strapless tops, bareback, off-the-shoulder, low-cut, blouses or tops that bare the midriff at any time. Any article of clothing that is deemed to be too revealing by the administration. Clothes shall be sufficient to conceal undergarments at all times. Jewelry or chains which could distract or disrupt the educational process or which could be a safety or health issue are not acceptable. Spiked jewelry and wallet chains are not allowed. No gang-related colors, symbols, or paraphernalia may be worn.

DRESS-UP DAYS

For certain events such as Homecoming, Senior Servant Day, etc., limited exceptions deemed acceptable by the administration may be made to the dress code. This exception does not apply to undergarments, which must not show. However, if at any time the dress causes excessive distraction to students, staff, or the learning environment, the dress must be remedied.

Note: If available, a student may change into appropriate clothing provided by the school. If clothing is not available, the student may call home for assistance, but may not leave school during class time to change. If the clothing violation cannot be resolved, the student will remain in the office for the remainder of the day and must do all assigned classwork. Time away from class due to a student's decision to violate the dress code can be recorded as an unexcused absence for the time missed.

Dress Code Violations:

1st: fix and Lunch Detention

2nd: fix, phone home, and 2 Lunch Detentions or After School Detention

3rd: fix, In-School Detention, phone home and 1 week on Hold List

4th: fix, parent conference, possible suspension, 2 weeks on Hold List

FAIRVIEW:

The Board of Education has adopted a policy that states that students should attend school dressed and groomed in a manner that is conducive to learning and in good taste. We believe that a student's appearance reflects a personal sense of identity and affects daily behavior, the purpose of being in school, and productivity.

Fairview's policy is consistent with both Mill Street and C.K. Price's in an effort to prepare students for the upper grades and minimize confusion for parents and students. It is the parents' responsibility to see that children come to school dressed appropriately for elementary school activities:

- Clothing should provide adequate coverage of the body. Dresses, shorts, and skirts should fall past the child's fingertips when standing with arms hanging at the sides. Bathing suits, halter-tops, undershirts, bare midriff, or sheer garments are not appropriate for school.
- Appropriate and safe shoes should be worn at all times and allow for students to actively participate in physical education and recess activities. Sandals that have a sturdy back-strap may be worn. Flip-flops, slippers, shoes with any type of rolling wheel or device, or any shoes with heels may not be worn at school.
- Clothing, shoes, accessories, hair, and jewelry should be in good taste and not distract the student or classmates.
- Make-up is not allowed at Fairview.
- All apparel should be free of language, pictures, colors, and symbols that refer to drugs, alcohol, violence, gangs, sex, and/or discrimination.
- Hats and hoods may be worn to school for warmth/sun protection.
- To help adults identify students by sight, hats and hoods will be requested to be removed while indoors.

Students violating the dress code will be sent to the office for parent/guardian communication and support. Once a dress code violation has been identified, the following steps will be taken to ensure the student falls within the guidelines:

- The student may change into appropriate clothing available at school.
- If clothing is not available, the student may call home for assistance.
- Parent/guardian and communication about the Fairview dress code as needed.
- Make appropriate referrals to adjustments of clothing.

State Mandated Components (Continued)

SECTION 7- Procedures for Safe Ingress To, And Egress From, School

The TK-8 Campuses are closed campuses. Shortly after the first bell of the day, the gates are closed and locked. The delivery gate is closed but unlocked for deliveries for drivers to have access to the cafeteria. The gates are unlocked before student departure.

Visitors- All visitors must check into the office upon arrival. All students must be signed out during school hours. Only persons listed on the child's emergency card will be allowed to sign out students. Photo identification will be required to verify identity before releasing the student.

Volunteers – Volunteers must pass a fingerprint screening through Glenn County Office of Education, a TB test, and be cleared through the District Office to volunteer in any classroom or attend class field trips. Volunteers must follow all the required COVID-19 policies to be eligible.

Important Anyone not properly checked in must return to the office and do so. Any person who refuses to comply with this procedure may be subject to loss of visitation privileges or prosecution under subsections of the California Penal Code 626

New Section:

Immigration Enforcement Notification Procedures (SB 98 Compliance)

Purpose:

In compliance with California Senate Bill 98 (Education Code § 32282), this district is committed to ensuring the safety and supervision of students and staff. The following procedures outline the mandatory notification process in the event that immigration enforcement is confirmed on a school site.

1. Definition of "Immigration Enforcement."

"Immigration enforcement" includes any efforts by federal, state, or local law enforcement to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law.

2. Procedure for Confirmation

School personnel who encounter or suspect the presence of immigration enforcement on campus must immediately report this to the Superintendent or Director of Educational Services. The Superintendent (or designee) is responsible for verifying the presence of enforcement officers to prevent the dissemination of false rumors.

3. Mandatory Notification

Upon confirmation that immigration enforcement is present on a school site, the District will notify the following groups:

Parents and guardians of pupils

Teachers and administrators

School personnel and classified staff

Community members present on the school site

4. Content of Notification

The notification shall be issued as soon as possible and must include the following information:

Date of the enforcement activity.

The time the enforcement activity was confirmed.

Location of the confirmed enforcement activity (e.g., "Main Office," "North Parking Lot").

Optional but Recommended: The notification will include a link to the California Attorney General's "Know Your Rights" resources.

5. Privacy Protection

To protect student and staff privacy, the notification shall not contain any personally identifiable information (PII) regarding the individuals who may be the subject of the enforcement activity, nor any information that could lead to the identification of such individuals.

State Mandated Components (Continued)

SECTION 8- Procedures for Immigration Enforcement Notification

Confirmation Protocol

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

Purpose:

In compliance with California Senate Bill 98 (Education Code § 32282), this district is committed to ensuring the safety and supervision of students and staff. The following procedures outline the mandatory notification process in the event that immigration enforcement is confirmed on a school site. These will be outlined below in 5 steps:

1. Definition of "Immigration Enforcement."

"Immigration enforcement" includes any efforts by federal, state, or local law enforcement to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law.

2. Procedure for Confirmation

School personnel who encounter or suspect the presence of immigration enforcement on campus must immediately report this to the Superintendent (or admin designee). The Superintendent (or designee) is responsible for verifying the presence of enforcement officers to prevent the dissemination of false rumors.

Required Notification Recipients

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

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

3. Mandatory Notification

Upon confirmation that immigration enforcement is present on a school site, the District will notify the following groups:

Parents and guardians of pupils

Teachers and administrators

School personnel and classified staff

Community members present on the school site

Notification Timing

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

4. Content of Notification

The notification shall be issued as soon as possible and must include the following information:

Date of the enforcement activity.

Time the enforcement activity was confirmed.

Location of the confirmed enforcement activity (e.g., "Main Office," "North Parking Lot").

Safety and Well-being Standard

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

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Privacy Constraint

The notification shall not include any personally identifiable information.

5. Privacy Protection

To protect student and staff privacy, the notification shall not contain any personally identifiable information (PII) regarding the individuals who may be the subject of the enforcement activity, nor any information that could lead to the identification of such individuals.

Notification Methods

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

OUSD will notify parents/guardians using the secure communications method of our student information system, Aeires. OUSD will also notify all certificated, classified, and administration staff through our district email mass communication system.

Below you will find a sample of the notification letter that will go out to all stakeholders.
This notification will come from the superintendent or the district admin designee:

Subject: Important Safety Notification – [Date]

Dear School Community,

In accordance with California state law (SB 98), we are writing to inform you that the presence of immigration enforcement was confirmed on our campus today.

Date: [Insert Date]

Time: [Insert Time]

Location: [Insert Specific Location, e.g., High School Administration Building]

The safety and well-being of our students and staff remain our top priority. School operations [are continuing as normal / have been adjusted].

Sincerely,

Victor Perry
Superintendent
OJUSD
530-865-1200

***To ensure that all parents/guardians have equitable access, OUSD's student information system (Aeires) is maintained annually by our district tech team and our student data coordinator.

Each year, our "student data confirmation" process is completed by every family/parent/guardian in the district.

Resource Provision (Optional but Encouraged)

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

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

Annual Evaluation

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

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

Public Availability

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

An updated file of all safety-related plans and materials shall be readily available for inspection by the public and will be available on OUSD's district website.

State Guidance

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

OUSD will work with CDE with all updates on SB 98 and AB 49 to ensure we are up-to-date on all compliance measure for PROCEDURES FOR IMMIGRATION ENFORCEMENT NOTIFICATION.

State Mandated Components (Continued)

SECTION 9- Procedures to ensure a safe and orderly environment

Please refer to the Fairview Student Handbook. The main components related to ensuring a safe and orderly environment are contained within this section.

Office Hours:

Fairview's office hours are 7:30 a.m.- 4:00 p.m. Monday through Friday. Holiday hours will be posted at the Fairview School office.

Arrival Time:

Student arrival may begin at 7:30 a.m. for breakfast in the cafeteria and will be served until 8:15. (The school does not provide supervision for early arrival and students before this time will not be accepted).

Supervision for students on campus/playground will begin at 8:00 a.m.

Parents will be expected to drop students at one of three entry points. Parents will not be allowed on campus at any time unless checked in through the front office.

School start time begins at 8:20 a.m.

All arrival gates will close at 8:20 a.m.

All students arriving after 8:20 a.m. will be checked in through the front office.

Attendance and Absenteeism:

All students are required to attend school daily according to state law. The only legal exceptions for absence from school are personal illness, medical necessity, court appearance, and funeral services for a member of the immediate family.

All absences must be verified by a note or phone call from the parent or guardian. To excuse an absence, please call our absence line (865-1240, extension 653) or send a note to the teacher with your child upon his/her return to school stating the reason for the absence. An absence must be cleared within 3 days of a student's return, or it becomes unexcused.

Absence Policy: Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three days in one school year, or tardy or checked out from school without a valid excuse in excess of 30 minutes on each of more than three days in one school year, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

In order for a student to receive recognition for "Perfect Attendance", he/she must be present every school day on time and stay the whole school day (not be checked out early for any reason). "Excellent Attendance" will be awarded to students who were present every day on time but had to leave early due to unexpected illness or appointments.

*UPDATE: This incentive has been modified due to COVID-19 protocols and will be the safety of participation will be revisited annually through SSC and our site PBIS committee meetings.

Emergency Contact Information:

Upon initial enrollment, parents/guardians/caregivers will complete an emergency contact card through the Aeires Parent Portal. Please be sure to keep the information on this parent portal current, and be sure the contacts listed in the parent portal are able to pick your child up from school if the need arises. We will always try to contact parents first, and then others noted on the emergency contact card. We cannot release students to anyone who is not listed on the emergency contact card without prior communication from the parent/guardian.

Reporting Student Progress:

Report cards and progress reports are issued three times per year and a minimum of one parent-teacher conference. As you know, it is very important to take an interest in your child's progress and to come to the conferences. You are welcome and encouraged to meet with your child's teacher at any time.

Fairview teachers assess students in an ongoing evaluation process throughout the year. Several times per year a district assessment is given to all students to monitor growth toward proficiency on academic standards. The data is analyzed and used to provide academic interventions to qualifying students, and possible enrichment for qualifying students.

Parent Involvement:

Fairview Elementary School offers many opportunities for parents to become educated and involved in the educational process. During the summer you will receive a notification through the Aeires Parent Portal outlining the various opportunities for parent involvement. Listed here are the various options: Parent Club, Room Parent, School Site Council, English Learner Advisory Committee, and volunteering in the classrooms and field trips and for various events throughout the year. In order to be a parent volunteer, you must have passed a fingerprint screening with the Glenn County Office of Education (530-934-6575 ext. 0).

Our Parent Involvement Policy is developed with input from our parent community. This document, in addition to our School Accountability Report Card, is available both on our website and upon request in our school office.

Media Center (Library):

The media center library is available to all students during their scheduled class time and children are encouraged to check out books to read at home. It is the student's responsibility to return library books when they are due. If books are not returned, or if they are damaged, they must be paid for by the child's parent/guardian. Students are also encouraged to visit the library before school starts.

Cafeteria Breakfast/Lunch Program:

Breakfast and lunch (and an after-school snack if applicable) will be served to all students at no charge. The cafeteria serves breakfast from 7:30 am to 8:20 am for all grades and lunch falls between 11:20 a.m. and 1 p.m. depending on grade level. Meal Accommodation forms for students with allergies can be found on our website. Check out our Nutrition web page at www.orlandusd.net ---> Departments ---> Business Services--->Student Nutrition to find information about our program. If you have any questions regarding the Nutrition Program please contact the Student Nutrition Manager by phone at 530-865-1291 or by email at cunningham@orlandusd.net.

School Health:

We have a school nurse on site several times per week. While the nurse is visiting other school sites, the office staff and/or health clerk are able to assist students with minor first aid needs. If you have concerns about your child's health, vision, or hearing, please contact the school nurse. In order for medications to be administered at school, all medications need to be accompanied by an "Authorization for Medication to be given at School" form signed by a physician. If your child must take medication during school hours, an adult must bring it to the office in the original container.

Tobacco-Free:

On behalf of the Orland Unified School District Board of Education, the administration wants to inform all parents and patrons attending any school activity that Orland Unified School District is a 24/7 Tobacco-Free Campus School District. The Orland Unified School District Board of Education voted to prohibit the use of tobacco products of any kind on, in, or upon any school property at all times including non-school hours and non-school days of the week. Please visit Orland USD's website for more information: www.orlandusd.net.

Parking Lot Safety:

1. Students cannot wait in front of the school to be picked up.
2. There is no supervision available until 7:30 a.m. No students will be accepted before 7:30 a.m.
3. When picking up and dropping off your students, keep them and any other children safe by staying together and holding hands if you cross the street.

4. Use the crosswalk when crossing the street.
5. Please follow all road safety and legal protocols when picking up or dropping off. It is not lawful to drop off or pick up children in the middle of the road. Please find an appropriate parking space to ensure everyone's safety.

Transportation:

Orland Unified School District provides bus service for students. Riding the bus is a privilege and students are expected to follow the rules for riding the bus. Failure to do so will result in students not being allowed to ride the bus. (Please reference Fairview School Handbook for further information).

Animals/Pets:

For health and safety reasons, animals/pets are not permitted on Fairview's school grounds. Dogs are not permitted on site unless they have the corresponding service paperwork. Please inquire with the front office if assistance is needed.

Visitations:

Parents are encouraged to visit their child's classroom. If you wish to spend time in your child's class, please call the teacher and the front office ahead of time and make arrangements. Please check in at the office and receive a visitor's pass. If you need to contact your child during school hours, or if your child needs to leave school, please check in at the office.

Reminder: In order to be a parent volunteer, you must have passed a fingerprint screening with the Glenn County Office of Education (530-934-6575 ext. 0) as well as follow all COVID-19 protocols required by the district.

Class Parties, Student Celebrations:

We love celebrating students and special holidays. Please remember to coordinate any student or class celebration with the classroom teacher. Details of individual student celebrations, like a birthday, must be organized with the teacher to avoid loss of instructional time. If celebration food items are considered, we highly encourage those items to be healthy options. Please drop off these items in the front office for delivery. Also, we discourage balloons because they are not allowed on any busses and will be kept in the office until the end of the day.

Parent Concerns:

At Fairview we are a family. Administration is committed to supporting you and your child every step of the way. Please feel free to contact him at any time at shess@orlandusd.net or 530-865-1240 to discuss any concerns you may have. If you would like to set up a meeting please contact the site secretary to schedule.

State Mandated Components (Continued)

SECTION 10- Rules and procedures on school discipline adopted pursuant to Education Code sections 35291 and 35291.5

PBIS- A General Overview

Our school-wide program is based on the Positive Behavior Interventions and Supports (PBIS) framework. Staff, parents, students, administrators, and board members have worked closely together to support and advocate for PBIS in all

Orland Unified School District schools. This handbook was developed, so its contents match the principles of PBIS in a way that fits the goals, mission, and culture of Fairview School.

School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information, go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Collaboratively, our staff and students have developed school-wide procedures to accomplish the following:

Define Behavior Expectations. Three clearly defined behavioral expectations are defined in positive and simple rules. At Fairview all students will be: RESPECTFUL, RESPONSIBLE, AWESOME. These expectations are defined across school settings in the expectations matrix included in this handbook. (AWESOME means going above and beyond what is expected of you, showing good character and inspiring others by example.)

Teach Behavior Expectations. The behavioral expectations and school procedures are taught to all students and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to academic instruction. The rationale for the rules and behavioral expectations is presented for each setting, and then the staff demonstrate examples of what the expected behavior looks like in the setting. Teachers will use common scenarios in the setting to demonstrate the expected behavior, but may also demonstrate examples of the 'wrong way' to do it. It is also important for students to learn what is not acceptable behavior, but there should be more focus on the desired behavior. Next, students are given the opportunity to practice the "right way" until they demonstrate fluent performance. Lesson plans for each setting have been created, taught, and some are included in this handbook.

Acknowledge Appropriate Behaviors. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. Fairview has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive interactions can occur in many meaningful ways (pats on the back, smiles, high fives, fist bumps, verbal praise), but the goal of an acknowledgment system is to provide a regular reminder to all staff members to catch kids doing the right thing.

Negative interactions occur any time we give attention to students for problematic behavior (e.g., "Mike, please keep your

hands and feet to yourself, "Remember, class, all eyes on the teacher." "Kristen, that's a beautiful drawing, but it's time to start math.") As a school, we will strive to achieve and maintain a 5:1 ratio for all students. Awesome Falcon awards are given to students caught being RESPECTFUL, RESPONSIBLE, AWESOME. This gives them 10 minutes of extra recess on Fridays and their name in a weekly drawing for the treasure box. Two students per grade are drawn each time.

AWESOME tickets are given in the cafeteria daily to students who are quiet and showing respect and being responsible. The ticket will get the student released from the cafeteria first, and their name goes in a weekly drawing for the treasure box. Two students per grade are drawn each time. Staff also give out AWESOME first to lunch passes to students who are caught being RESPECTFUL, RESPONSIBLE, AWESOME. Monthly, students who have no major offenses have a reward activity. Examples would be: movie, games, assembly, etc.

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Responding to Problem Behavior. Despite our efforts to proactively set students up for behavioral success and to prevent problem behavior, there will still be incidents of problem behavior. When it comes to responding to problem behavior we have three primary goals:

Make sure to keep everyone safe. Minimize the loss of instructional time for all students (including the student who engaged in the problematic behavior)

Teach students the appropriate behavior to use instead of the problem behavior

Every occurrence of problem behavior is an important opportunity to teach the appropriate, desired behavior to the student. In developing this program, it is our responsibility to provide fair and consistent consequences for problem behavior that focus first on teaching our students the appropriate behavior and then get them re-engaged in academic instruction as quickly and safely as possible. Our team has developed a progressive discipline model that will be utilized in the school. It focuses on teaching and preventing future occurrences of behavior. When students violate the behavioral expectations, they will be informed that their behavior was not acceptable and how it relates to the school-wide rules.

Consistent and fair consequences will be given for students violating the school rules. Staff members will complete a behavior referral and submit it to the principal when both minor and major problem behaviors occur at school. The behavior referral describes the problem behavior and actions taken by the staff member.

PBIS SCHOOL RULES

AREA/ SETTING

Respectful

Responsible

Awesome

All Settings

Appropriate Voice.

Use kind words and actions.

Wait for your turn

Follow directions

Keep hands, feet, and objects to self.

Stay in student-designated areas

Respect personal and school property

Be honest

Walk facing forward

Clean up after yourself

Offer your help to peers and adults

Encourage others

Speak out against bullying

Good sportsmanship

Have a positive attitude

Challenge yourself everyday

Look after each other

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Lunch Line

Walk calmly and quietly

Use quiet voices

Face forward

Wait for your turn

Hands to your side

Feet on Line

Quiet smiles
Silently stand in line
Silently encourage others
Cafeteria
Walk calmly and quietly
Keep food, hands, feet, and objects to self
Use quiet voices
Politely return the tray to the server
Eat politely
Allow anyone to sit with you
Know your lunch number
Keep both hands on the tray
Keep the area clean
Sit with feet on the floor and bottom on the bench, and facing the table
Pay for the cafeteria before or after school.
If you drop something, pick it up
Properly dispose of non-eaten food
Help others clean up
If something is out of place, clean it up
Leave your area cleaner than when you got there
Entering/ Exiting
Be courteous to other classes still learning
Quiet smiles
Walk to the playground quietly
Hands and body to self
Silent
Playground/Recess
Play fairly
Use problem-solving skills
Share and use equipment properly
Keep hands, feet, and objects to self
Use kind words
Be a good sport
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Follow direction
Walk to and from the playground
Use playground bathrooms
Play approved games only
Freeze when the whistle blows
Stay in the designated area
Pass to enter the halls
Tag playing is allowed only on grassy areas.
Have good manners
Demonstrate positive character traits
Invite others to play
Have fun
Quietly take the most direct route to the next class
Library
Use quiet voices
Use -polite words
Keep hands, feet, and objects to self

Read quietly once you select your book
Enter quietly
Return books neatly
Push in the chair
Follow adult directions
Put things back where they belong
Use time appropriately
Treat books with care
Re-shelve books properly
Be engaged in a silent activity
Return books on time in good condition
Help others find books
Encourage and assist others to put books and materials away
Be mindful of your time with popular books
Computer Lab
Use quiet voices
Use kind and polite words
Keep hands, feet, and objects to self
Raise your hand for assistance
Keep your hands on your workspace only
Keep your hands clean before and during computer time
Follow adult directions
Put things back where they belong
Keep hands in lap, eyes on the projected screen during instruction
Prepare the work station for the next class according to the adult instructions
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Help your peers
Bathrooms
Respect privacy
Use quiet voices
Keep hands, feet, and objects to self
Keep feet on the floor
Wash your hands with soap for 15 seconds
Use the bathroom during recess
Use a bathroom pass
Return to the classroom quickly and quietly
Keep the bathroom clean and dry
Leave when finished
Remind others to use the bathroom appropriately
Report misuse of the bathroom
Hallway/ Sidewalk (During School)
Use calm and quiet voices
Keep hands, feet, and objects to self
Use a hall pass
Walk
Stay to the right, facing forward
Walk in line(s)
Hold doors for others
Pick up trash
Smile and greet others appropriately
Let others go first

Silently walk to class
Greet visitors to campus
Lining Up outside the classrooms
(When the bell rings and rotations)
Line up quietly
Keep hands, feet, and objects to self
Use words like "Excuse me," "Thank you," and "Please."
When entering line-go to the end of the line
Straight lines
Keep your body off the walls and poles
Face forward
Keep hands, feet, and objects to self
Silent, single file line(s)
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Ready to learn
Be your best self
Bus Line
Respect personal space
Use a quiet voice
Keep hands, feet, and belongings to self
Use appropriate words
Be kind to drivers and other adults
Follow instructions
Sit and stay in your own bus line
Report directly to the bus line
Gather belongings before the bus arrives
Stay behind the yellow after-school line
Leave the cell phone off and in the backpack unless calling home
Healthy snacks are okay
Use manners and kind words such as "Please" and "Thank you."
Transitions from room to room/rotations
**Teacher outside the door
Wait silently outside until the teacher invites you in
Respect other students' desks and property
Leave pencils/classroom materials in the classroom
Walk quickly, quietly, and directly to your class/group
Greet your teacher

PLAYGROUND RULES

General rules for all equipment:

No flips or jumps off equipment. 6. No climbing up goal posts and backstops.

No tag on or around equipment. 7. No littering.

Use good manners and good sense. 8. Tag only in the field.

To count someone off a piece of equipment, you must count to 50 by one,s and you must say each number clearly saying, "one and two and three and..."

No bouncing balls off buildings.

Tetherball Rules

1. The server is the first person in line or the winner of the previous game.

2. The winner is only allowed to stay in for one additional game. (2 games total)

3. The server asks the challenger which side of the circle they wish to stand on and which way they want to hit the ball.
4. The server hits the ball and then waits until the challenger touches the ball.
5. The following are not allowed during the game: stopping or holding the ball, touching the rope with any part of your body, touching the pole with any part of your body, or stepping over the line that bisects the circle.

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6. There are no double hits or pushing the ball. When any of these occur the player who breaks the rule is out of the game.
7. The winner is the one who wraps the ball tightly around the pole without breaking any of the rules of play.

Dodgeball Rules

1. All students who stand outside of the circle may not step into the circle when throwing the ball. If they do the throw will not count, and they will not get a redo.
2. No throws shall be higher than waist high. If someone throws a ball and hits a student in the head, the thrower is automatically out of the game. The ejected player may not participate in any dodgeball game for the remainder of the day.
3. No more than 8 players may be in the center of the circle at one time. (Unless it is an elimination game played while an adult supervises.)
4. Once the game begins, players on the outside must stay put and may not move around the circle for better vantage points. Players who try to move will be given only one warning, and if they do it again, they will be asked to leave the game.
5. No one on the outside of the circle is allowed to step between, around, or in front of another player to get a ball. Wait for the ball to cross the out-of-bounds line, and the person closest to the ball gets to take the next throw. If the ball comes to someone who doesn't catch the ball before it rolls past them, or if it hits them and bounces off, the ball is still theirs to retrieve and throw.
6. Once a player is hit inside the circle, the thrower will trade places with them, and the player who was hit will get the ball.

Four Square Rules

The object of the game of four square is to eliminate players in the highest-ranked squares so that you can advance to the highest square yourself. The highest-ranked square is square #1, with the lowest-ranked square being #4. The court is a large square quartered into four smaller squares. The "Outside Lines" are those that go around the outermost edges of the entire court. The "Inside Lines" are the ones that divide the court into four squares and that cross in the center of the court.

1. Players may only use their hands to hit the ball.
2. The player in square #1 is the highest-ranked player and therefore the "Server". The ball is started from this square at the beginning of every game. The Server will start the game by dropping the ball into their own square before hitting it to another player's square.
3. Each time the ball bounces in a square, the owner of that square must hit the ball into another square.
4. Once the ball touches down in a square, ONLY the owner of that square can touch the ball next. If they don't touch the ball before it goes into another square, they are out. If another player hits the ball before the owner does, then the other player is out.
5. The ball must bounce one time, and ONLY one time in a player's square before being hit to another square. If the ball bounces more than once in a player's square, then the player is out.
6. If a player hits a ball and it lands on an "Inside Line," the player is out.
7. If a ball is hit and lands behind an "Outside Line," the ball is out of bounds, and the player who hit it is out.
8. If the ball lands on an "Outside Line," the ball is still in play.
9. If a player hits the ball with a part of the body other than the hand, they are out.

Rules for the Bars

1. You may only go in one direction when playing on the bars. (From the west field towards the library.)
2. Only one person at a time may be on the bars. All others must wait their turn in the line.
3. Students waiting in line will stand in a straight line on the ground, keeping their hands and feet to themselves.

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4. You may not save spots, let people take “cuts,” or get your spot back if you leave the line for any reason other than speaking to a yard supervisor.
5. No spinning is allowed.
6. You may not assist others on the bars.
7. You are not allowed to hang upside down or do flips on the bars.
8. You are not allowed to walk through the bar area to get to the south field when students are on the bars. Please walk around.
9. Make sure you are a safe distance away from students swinging on the bars.

Rules for the Play Structure and Swings

1. The Play Structures and Swings are in the WALK-ONLY ZONE. (Green padded playground.)
2. Students may only walk when on the play structures.
3. Tag, chase, keep away, grabbing, holding and/or pushing are not allowed in the WALK ONLY ZONE.
4. Students are not allowed to climb on the outsides of the play structures, slides, or railings.
5. You may not jump off of any of the Swings, Structures, or Slides.
6. Steps and rock walls are to be used correctly.
7. Only 1 person may come down the slide at a time. They must sit on their bottom with their feet out in front of them, and be facing forward.
8. Students may not climb up the slide or go over the side.
9. Students using the swings will face the library when swinging.
10. Those who swing may not swing sideways, twist the swings in circles, stand on, or straddle the seat.
11. You may count someone off of a swing by counting to 20 by 1's or 100 by 5's. You count each completed swing (forward and back) so that everyone gets a fair turn.
12. You may not count on someone if there is another available swing.

Positive Reinforcements

Blue Slips: When students are caught doing something right, the adult will give the student a blue slip. Every Friday, there is a “blue slip recess” for an additional 10 minutes of free time. Also, students are eligible for a drawing in which two students per grade will be given a prize.

Good Behavior Assemblies – at the end of every month, there is a 30-minute or more assembly for all the students who do not get any citations or suspensions for the month. All the students who got in trouble for the month go to detention for the assembly period.

Good Referral and Call Home – students can be sent to the office for doing something great, and the principal will call home and share the news with the parents.

Falcon Fever Pass – a ticket to allow a student to go “first in lunch” for that day.

Bullying:

Bullying is defined as a pattern of deliberate, negative, hurtful, aggressive acts that work to shift the balance of physical, emotional, or social power. Behavior motivated by bias or hate is similar to intimidation, harassment, bigoted slurs or epithets, force, or threat of force or vandalism. Hateful or biased behavior is motivated in part or in whole by hostility toward a person's real or perceived race, nationality, religion, disability, gender, or sexual orientation. Is it Bullying?

When 2 friends are saying or doing something unintentionally hurtful to each other, and both people find it funny, that's

TEASING.

When someone says or does something unintentionally hurtful, and they do it once, that's

RUDE.

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When someone says or does something intentionally hurtful, and they do it once, that's

MEAN.

When someone says or does something intentionally hurtful, and they keep doing it even when you tell them to stop, or show them.

State Mandated Components (Continued)

SECTION 11- Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

This Instructional Continuity Plan (ICP) was last revised on 5/1/2025 and adopted by Fairview Elementary School on 5/1/25 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

Within five calendar days of an emergency, schools will:

- Conduct virtual or phone-based wellness checks.
- Distribute engagement packets for students with limited internet access.
- Host virtual class meetings or individual check-ins via platforms like Zoom or Google Meet.
- Provide asynchronous learning options (e.g., recorded lessons, digital resources).

Methods of Two-Way Communication

Methods for two-way engagement.

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

Short messaging service (SMS)
Phone Calls
Email
School Portal
Social Media
Flyers

Platforms:

- Social Media
- ParentSquare

- Email and SMS Alerts
- Phone Calls (SchoolMessenger System)
- District and School Websites
- Recorded telephone messages for parent/guardian
- News releases

Plans for Unforeseen Events

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

Process:

- Initial notification sent to all families within 24 hours of emergency onset.
- Families can respond via provided contact numbers, emails, or designated communication apps.
- Weekly updates on the status of school operations and instructional options.
- Translation services are provided for non-English speaking families.

Responsibility:

- District Leadership, along with site administration, to manage and monitor two-way communication.
- Teachers maintain regular communication with students and families via their preferred platforms.

Infrastructure Challenges:

- Use local radio stations to provide updates on closure and instructional options.
- Distribute learning materials via community sites, mail, or other available methods.

Support for Special Needs

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

- Counselor/Social Worker Check-Ins:
- Virtual counseling sessions available.
- WeTip:
- 24-hour support line for students and families to address immediate concerns.
- Resource Guides:
- Provide digital and print guides with mental health resources and community support services.

Access to Instruction

Timeline for Access to Instruction

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

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

Within 10 School Days:

- Implement a full remote learning schedule or reassign students to nearby schools or alternative sites if necessary.
- Coordinate with neighboring districts and county offices of education for alternative facilities space if necessary

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

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

Ensure that instructional quality meets or exceeds standards set by independent study programs:

- Minimum instructional time per grade level.
- Regular teacher-student interactions (daily for TK-3; weekly for grades 4-8).
- Academic progress tracking and regular feedback.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

Alternate Modes of Instruction

- Remote Learning Platforms:
- Google Classroom (for assignments, announcements, and resources).
- Zoom/Google Meet for synchronous instruction.
- Asynchronous Options:
- Recorded video lessons and digital assignments.
- Distribution Process for Instruction Packets: Establish safe pickup/dropoff locations (e.g. district office, school office, or other deemed location) for students to receive and return assignments.

Technology Distribution:

- Ensure students have access to district-issued devices, such as Chromebooks, and provide training on their use.
- Internet Access and Support
- Offer district-issued hotspots or partner with local internet providers to support students who lack internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Alternate Modes of Instruction

- Remote Learning Platforms:
- Google Classroom (for assignments, announcements, and resources).
- Zoom/Google Meet for synchronous instruction.
- Asynchronous Options:
- Recorded video lessons and digital assignments.
- Distribution Process for Instruction Packets: Establish safe pickup/dropoff locations (e.g. district office, school office, or other deemed location) for students to receive and return assignments.

Technology Distribution:

- Ensure students have access to district-issued devices, such as Chromebooks, and provide training on their use.
- Internet Access and Support
- Offer district-issued hotspots or partner with local internet providers to support students who lack internet access.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

Emergency Reassignment Plan

Criteria for Reassignment:

- When the home school site cannot safely operate for more than 10 days.

Partnerships:

- Agreements with local school districts and charter schools to accept reassigned students.

Residency Waiver:

- Expedite enrollment for reassigned students by bypassing residency requirements.

Instructional Continuity

Communication Protocols

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

Platforms:

- Social Media
- ParentSquare
- Email and SMS Alerts
- Phone Calls (SchoolMessenger System)
- District and School Websites
- Recorded telephone messages for parent/guardian
- News releases

Process:

- Initial notification sent to all families within 24 hours of emergency onset.
- Families can respond via provided contact numbers, emails, or designated communication apps.
- Weekly updates on the status of school operations and instructional options.
- Translation services are provided for non-English speaking families.

Responsibility:

- District Leadership, along with site administration, to manage and monitor two-way communication.
- Teachers maintain regular communication with students and families via their preferred platforms.

Infrastructure Challenges:

- Use local radio stations to provide updates on closure and instructional options.
- Distribute learning materials via community sites, mail, or other available methods.

Technological Readiness

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

Parents will get the Short Term IS form at the beginning of the year, so we can move into IS protocols if needed.

Technology Distribution:

- Ensure students have access to district-issued devices, such as Chromebooks, and provide training on their use.

Instruction and Assessment

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

Attendance and Engagement Tracking

- Daily attendance recorded through remote platforms.
- Regular follow-up with families of absent students.
- Teachers and staff will check in with students via phone, email, or virtual platforms to ensure participation and address any challenges.- School counselors and social workers will reach out to students who require additional social-emotional or academic support.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

They will be notified in the same process as all students. Those not responding or participating will have additional followups from our counselors, social workers and/or EL coordinators.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Case carriers will continue to collaborate and work with parents and assist in getting students and families the additional support needed.

English Learners (EL)

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

ELD will still be offered and EL coordinators will assist in creating the schedule and working with staff, students and families to support their needs.

Professional Learning

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

Staff will utilize Google Classroom on a regular basis so students are familiar with this resource. Teachers in need of help setting up their google classroom will be provided that support. At the beginning of the year we have PD so teachers will be reminded that they need to be ready, review the process and additional support will be provided to those needing it.

Well-Being and Support Services

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

Social-Emotional and Mental Health Supports

- Counselor/Social Worker Check-Ins:
- Virtual counseling sessions available.

WeTip:

- 24-hour support line for students and families to address immediate concerns.

Resource Guides:

- Provide digital and print guides with mental health resources and community support services.
- All materials and resources will be offered in Spanish to those who need them.

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

N/A

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

All support services will continue and parents will be notified of when and how to access each of these services.

Site-Based Collaboration

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

We will review the plan annually for compliance and to update it to incorporate feedback and best practices.

Return to Site-Based Learning

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

The District will return to site-based learning upon approval by local emergency organizations.

Integration with Comprehensive School Safety Plan (CSSP)

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

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

School Board adopted on :

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

We will review the plan annually for compliance and to update it to incorporate feedback and best practices.

