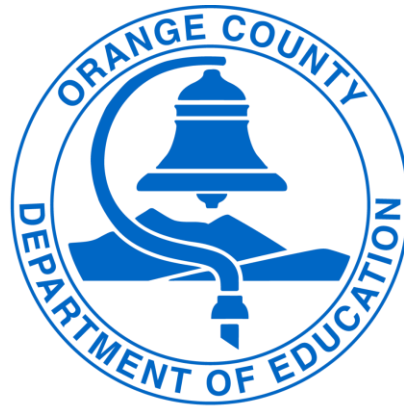


Orange County Department of Education

ACCESS

601 S. Lewis Street, Orange, CA 92868



ACCESS

Stefan Bean, Ed.D. | County Superintendent

Comprehensive School Safety Plan

2025-2026

School Site Council Review:

Presented to Dr. Stefan Bean

Orange County Superintendent of Schools

ACCESS Comprehensive School Safety Plan

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INTRODUCTION

Definition of a Safe School

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

From Safe Schools: A Planning Guide for Action, California State Department of Education

Rights

“All students and staff of primary, elementary, junior high, and high schools have an inalienable right to attend campuses which are safe, secure, and peaceful.”

California Constitution, Article 1, and Section 28(c): Right to Safe Schools

Legislative Intent

“It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process.

For the purpose of this section, a ‘safety plan’ means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.” (*Ed. Code 35294*)

Approval and Annual Review

The OCDE-ACCESS District Comprehensive School Safety Plan will be reviewed, evaluated, and amended as needed each school year by the School Site Council and the Superintendent of Schools/Board of Trustees.

Our Goals

This Comprehensive School Safety plan has several overarching goals. They are as follows:

- To help create a school atmosphere that is safe, respectful, fair, and conducive to learning.
- To prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well-being of students and staff.
- To comply fully with all requirements of the California Education Code.

ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CRIME

Orange County Department of Education assesses the current status of school crime committed on the school campus and at school-related functions by reviewing the following types of information:

- Local law enforcement crime data
- Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System
- Behavior Referrals
- Attendance rates/School Attendance Review Board data
- California Healthy Kids Survey data
- School Improvement Plan/LCAP

CHILD ABUSE REPORTING PROCEDURES

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child care custodians and immediately report all cases of known and suspected child abuse and neglect to Child Protective Services and to the school principal/administrator.

When a case of child abuse or neglect becomes apparent or is suspected, the employee having knowledge of the abuse or neglect will immediately report the abuse to Child Protective Services and/or the local law enforcement agency. The employee will submit a written report within 36 hours. The employee and the school administrator will develop a plan to assure ongoing monitoring of the student. School staff members will work closely with police and/or Child Protective Services to follow up as needed. Cases of reported child abuse will be kept in close confidence. Copies of written reports are maintained in the school office.

SUMMARY OF CHILD ABUSE REPORTING REQUIREMENTS

Who Must Report?	<p>Penal Code 11165.7 specifies 35 job categories as mandated child abuse reporters, including:</p> <ul style="list-style-type: none"> ● Teacher ● An instructional aide ● A teacher’s aide or teacher’s assistant ● A classified employee of any public school ● An employee of a child care institution <p>The responsibility for making an official report rests on the individual employee. Reporting suspected abuse or neglect to a supervisor does not fulfill it.</p>
What Gets Reported?	Suspected child abuse or neglect, which includes physical, sexual, and emotional abuse.
To Whom is the Report Sent?	County welfare agency, probation, or a police or sheriff’s department
What is the Timeframe for Reporting?	<ol style="list-style-type: none"> 1. Report by telephone immediately, or as soon as possible 2. Submit a written report within 36 hours

CHILD ABUSE AND NEGLECT

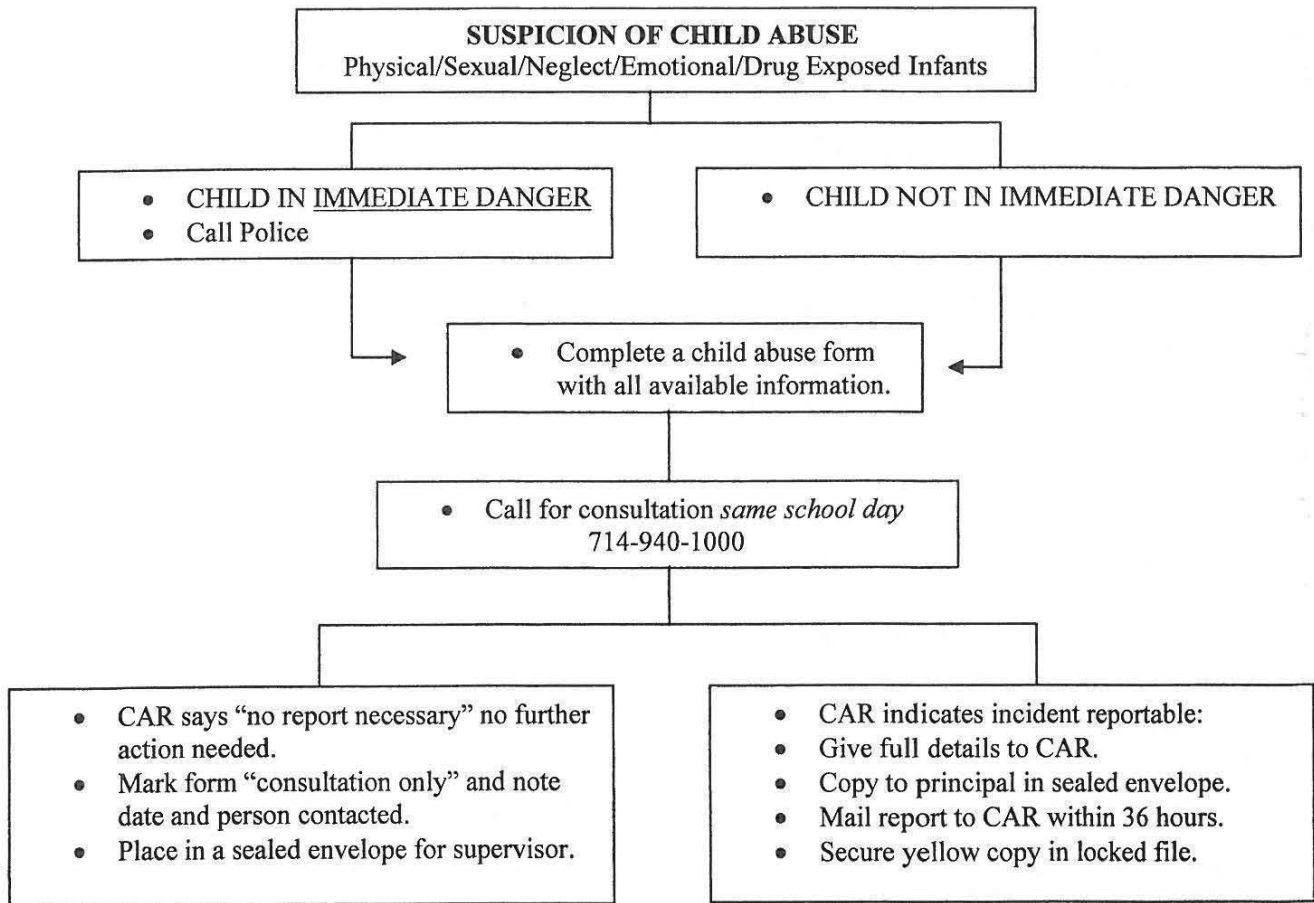
Penal Codes 11165-111674.3

HOW TO REPORT

A report must be made to the Orange County Child Abuse Registry by phone (714) 940-1000. It must be followed up within 36 hours by a written Suspected Child Abuse Report (SS 8572), or by doing it online at ssa.gov.com. Mail original child abuse report to:

Child Abuse Registry
P.O. Box 14102
Orange, CA 92868-1502

CHILD ABUSE REPORTING PROCESS



* Note CAR = Child Abuse Registry

FEEDBACK TO REPORTER

After the investigation is completed or the matter reaches a final disposition, the investigating agency must inform the reporting professional of the results of the investigation and any action the agency has taken (PC 11170(b)).

STAFF TRAINING

All Orange County Department of Education certificated and classified staff members receive training on child abuse reporting requirements and procedures, and receive a copy of the *Handbook for Child Abuse Reporters*. As part of the district's *New Hire Checklist*, all employees are required to sign off that they understand their responsibilities as a mandated child abuse reporter.

CHILD ABUSE PREVENTION

In accordance with AB 1913, clear procedures for recognizing, preventing, and reporting child abuse, including sexual abuse, within the Orange County Department of Education. In compliance with AB 1913 and California Department of Education (CDE) regulations, providing mandatory training and reporting protocols to safeguard students. This Child Abuse Prevention & Reporting Plan ensures that all Orange County Department of Education personnel are trained, vigilant, and compliant with AB 1913 and California’s mandated reporting laws. By fostering safe learning environments, strengthening staff awareness, and enforcing strict reporting measures, Orange County Department of Education is committed to protecting students from abuse and neglect.

1. Legal & Policy Framework

This plan aligns with:

- AB 1913 (Mandates enhanced child abuse training & reporting requirements)
- California Child Abuse & Neglect Reporting Act (CANRA)
- California Penal Code §§ 11164-11174.3 (Mandated reporting laws)
- California Department of Education (CDE) Guidelines on Child Abuse Prevention

Mandated Reporters

All Orange County Department of Education employees, including teachers, administrators, counselors, school staff, and volunteers, are designated mandated reporters and must report suspected child abuse or neglect to the appropriate authorities.

2. Training & Education Plan

Orange County Department of Education will implement **annual mandatory training** for all employees, including:

A. Training Schedule & Requirements

<u>Employee Group</u>	<u>Training Frequency</u>	<u>Training Format</u>
Teachers & School Staff	Annually (Before school year starts)	Online
Administrators & Principals	Annually	Online
Counselors & Social Workers	Annually	Online

Volunteers & School Contractors **Upon hiring & annually** Online

New Employees **Within 30 days of hire** Online

B. Training Content

All training sessions will cover:

1. Recognizing Child Abuse & Neglect
 - Physical, emotional, and behavioral signs of abuse
 - Specific indicators of sexual abuse
 - Recognizing signs of human trafficking
2. Mandatory Reporting Procedures
 - When & how to file a Suspected Child Abuse Report (SCAR)
 - Reporting requirements under California Penal Code §§ 11164-11174.3
 - Confidentiality & legal protections for reporters
3. Prevention Strategies & Intervention
 - Creating safe school environments
 - Proper student-teacher interactions
 - Educating students on body safety & boundaries
4. Handling Disclosures from Students
 - How to respond when a child reports abuse
 - Ensuring a supportive, non-leading response
 - Avoiding further trauma through proper reporting
5. Coordination with Law Enforcement & Child Welfare Services
 - Collaboration with Orange County Social Services Agency (SSA)
 - Working with local law enforcement & Child Protective Services (CPS)

C. Training Delivery Methods

- **Online Modules:** Accessible via Orange County Department of Education learning portal.

3. Reporting Procedures for Suspected Child Abuse

A. Steps for Reporting

1. **Immediately Report to Authorities:**
 - Call **Orange County Child Protective Services (CPS) Hotline: 1-800-207-4464 (24-hour hotline)**
 - If immediate danger exists, **call 911.**
2. **Submit a Written Report (SCAR - Form BCIA 8572):**
 - Must be **submitted within 36 hours** of verbal report.
 - Forms available on Orange County Social Services website:
<https://www.ssa.ocgov.com/abuse-reporting>
3. **Notify School Administration (When Safe to Do So)**

ACCESS Comprehensive School Safety Plan

- Principals and designated staff will assist in follow-ups.
- 4. **Maintain Confidentiality**
 - Reporters are protected from retaliation and reports remain confidential.

4. Prevention Strategies & School Safety Measures

A. School Staff & Volunteer Screening

- Mandatory Background Checks (Live Scan Fingerprinting) for all employees, contractors, and volunteers.
- Strict supervision policies to prevent one-on-one isolated interactions.
- Visitor monitoring systems to track non-school personnel on campus.

5. Coordination with Law Enforcement & Community Partners

OCDE will maintain partnerships with:

- Orange County Social Services Agency (SSA)
- Local Law Enforcement & Special Victims Units
- Child Advocacy Centers & Trauma Specialists
- Crisis Intervention & Counseling Services

Memorandums of Understanding (MOUs) will be established to ensure coordinated investigations and child-centered intervention strategies.

6. Policy Review & Compliance Monitoring

- Annual Policy Review: Updates based on new legislation & best practices.
- Internal Audits & Compliance Checks to ensure reporting procedures are followed.

7. Emergency Support & Counseling Services

- Immediate Crisis Intervention: Access to school psychologists & clinicians for affected students.
- Referrals to Mental Health & Trauma Services: Partnerships with Orange County Behavioral Health Services (OCBHS).
- Staff Support Resources: Orange County Department of Education Employee Assistance Programs (EAP) for secondary trauma counseling.

GENERAL EMERGENCY ACTIONS

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

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

Type	Definition
<p style="text-align: center;">STATUS</p>	<p>ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.</p>
	<p>EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage to school facilities or equipment.</p>
<p style="text-align: center;">RESTRICTED MOVEMENT & ACCESS</p>	<p>LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> ● Lock the doors; ● Close and lock windows, and close blinds or cover windows; ● Turn off lights; ● Silence all electronic devices; ● Remain silent; ● Use strategies to silently communicate with first responders if possible, ● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	<p>SHELTER IN PLACE is implemented when there is a need to isolate students and staff from danger in the surrounding community. SHELTER IN PLACE requires that all students and staff take shelter in school buildings and lock all exterior doors. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured. It is appropriate for, but not limited to, violence, police activity, gas leaks, external chemical release, dirty bombs, hazardous material spills.</p>

	<p>TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe wind storms and tornadoes.</p> <ul style="list-style-type: none"> ● Move students and staff into the school’s permanent buildings, on the ground floor. ● Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. <p>An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p> <p>DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site’s buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
<p>EVACUATION</p>	<p>EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p> <p>OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p> <p>EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
<p>REUNIFICATION</p>	<p>STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying each individual has the legal right to take custody of the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

EMERGENCY ACTION: All Clear

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final **ACTION** used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: **“Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation.”**

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use the Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the **ALL CLEAR** announcement.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use the Parent Telephone Alert System, if appropriate.

EMERGENCY ACTION: Emergency Damage Assessment

Please refer to the emergency action summary on page 14.

EMERGENCY ACTION: Shelter in Place

SHELTER IN PLACE is implemented when a threat of danger in the surrounding community requires measures to ensure the safety of staff and students. When a campus is in **SHELTER IN PLACE** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds. For contaminants, the procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Police activity in the surrounding community
- Potential exposure to airborne contaminants, gas leaks, external chemical release, dirty bombs and hazardous material spills

A **SHELTER IN PLACE** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Shelter in Place is a precautionary measure against the threat of potential danger in the surrounding community. Shelter in Place requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Shelter in Place differs from Lockdown in that it allows classroom instruction to continue.

SHELTER IN PLACE:

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked
- Requires that no one goes in or out for **any** reason
- Requires that students and staff remain in Shelter in Place status until **ALL CLEAR** is issued by administration

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assume Incident Command role
- Make a public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

Violence/Police Activity:

Example: **“Your attention please. Due to reported police activity in the surrounding community, please implement SHELTER IN PLACE procedures immediately.”**

Hazardous Materials:

Example: **Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions.**

- Instruct Office Manager/Secretary to call law enforcement non-emergency number, inform them of Shelter in Place status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- Contact school resource officer or other security personnel and provide available information
- When able, alert Superintendent’s office
- Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- If students are out at break, recess, or lunch and situation is deemed imminent, announce **SHELTER IN PLACE** status and ask that all students return to assigned classrooms immediately

- If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SHELTER IN PLACE** immediately upon conclusion of break
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
- Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
- After the emergency has been neutralized, initiate **ALL CLEAR**
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue class instruction or activity as normal
- Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- Be alert to the possibility that response may elevate to **LOCKDOWN**
- Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY ACTION: Take Cover

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

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

- 1.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Enemy attack imminent.**"

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent.**"

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

EMERGENCY ACTION: Duck, Cover, and Hold On

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: **“Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”**

STAFF AND STUDENT ACTIONS:

Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

EMERGENCY ACTION: Evacuation

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example: **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."**

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the red emergency duffel bag and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Assembly Area until further instructions are given.
- Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell Person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individuals to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite a person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION:Off-Site Evacuation

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: "Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Take attendance before leaving campus. Instruct students to evacuate the building following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.

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- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to the Principal/designee.
- Remain in place until further instructions are given.

EMERGENCY ACTION: Structured Reunification

Please refer to the emergency actions summary on page 15.

EMERGENCY PROCEDURES

This section establishes procedures to be followed that will minimize or nullify the effects of the emergencies listed below. Understand that all situations in a critical incident cannot be predicted. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency. Always remember that the first priority is the safety and protection of life.

The emergencies outlined in this section are:

- Accident, Injury or Sudden Illness
- Airplane Crash
- Biological Hazard
- Bomb Threat
- Building Emergency
- Civil Disturbance
- Disaster
- Earthquake
- Evacuation
- Explosion, Hazardous Materials, or Chemical Spill
- Fire
- Hostage Situation, Suspected Terrorist, Violent Intruder
- Lock Down
- Motor Vehicle Crash

EMERGENCY PROCEDURES: Accident, injury, sudden illness

Stay calm and disperse the crowd, if necessary. Remain with the injured person to provide comfort and reassurance. If a criminal act has caused injuries, identify and detain witnesses. Secure the scene.

If the injury is serious or life-threatening dial 911 and be prepared to:

- State the nature of the emergency.
- State your name and a phone number at your location.
- State the building address and room number or area of the building.
- Remain on the phone until told to hang up.
- Ask someone to meet emergency officials on the street.

If the injury is not serious or life threatening:

- Locate a CPR or First Aid certified person to assist.
- Administer first aid, if indicated.
- Avoid handling bodily fluids or clothing stained by them.
- If simple first aid is not enough, transport the person to the nearest medical center as listed at the back of these quick reference emergency procedures.
- Request that Human Resources notify the person's emergency contact of any decision to transport for medical care.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

EMERGENCY PROCEDURES: Airplane Crash

If you have warning,

- Crawl under a sturdy table or desk. If that is not possible, stand against a corner or solid wall, or duck down next to a desk or other sturdy object.
- Close your eyes, clasp your hands behind your neck, and cover your head and ears with your forearms.

Once the crash has occurred, dial 911 and be prepared to:

- State the nature of the emergency.
- State your name and a phone number at your location.
- State the location of the crash in relation to your building address.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Evacuate uphill or upwind of any smoke. The smoke could be toxic.
- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured. Report their location to site command personnel.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- Report attendance and injuries to command personnel.
- Assemble with your division in the designated area and remain there until instructed otherwise.
- Do not attempt to reenter the building until it has been officially declared safe.
- Protect individuals from exposure to the crash site.
- Be aware of additional explosions that could occur after the crash.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

EMERGENCY PROCEDURES: Biological Hazard

If you encounter any suspicious mail or package (one with handwritten or poorly typed address; oily stains, discoloration or odor; excessive tape or string; protruding wires or aluminum foil) or you encounter a substance you think may be biological in nature:

- Do not touch, shake, open, move around or allow other staff or individuals to handle the item.
- Evacuate and isolate the area or room that contains the suspected substance.
- Immediately notify a supervisor or the Site Liaison, who will evaluate the situation and call 911 and/or notify the FBI and/or County Health Department. If neither the supervisor nor the Site Liaison is present, dial 911 to report the incident.
- Mark the room or area “DO NOT ENTER.”
- Contain and isolate any individuals that may have been contaminated.
- Wear protective gloves, if available; then wet lightly any potentially contaminated area or person.
- Remove and triple bag any potentially contaminated clothing.
- Do not eat or drink while handling suspicious mail, package or substance.
- Wash hands with soap and warm water.

It is safest to assume that all blood and bodily fluids contain blood borne pathogens such as HIV and Hepatitis. Avoid contact with bodily fluids, if possible. If contact is unavoidable:

- Wear protective gloves if available.
- Wash all exposed skin with soap and water.
- Flush eyes with water.
- Do not eat, drink, smoke, apply cosmetics or handle contact lenses in the area in which the exposure occurred.
- Arrange to inspect and decontaminate any equipment or furnishings in the area, before it is reused.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

EMERGENCY PROCEDURES: Bomb Threat

Although most bomb threats are hoaxes, all threats must be treated as if they are real. Whether the threat is delivered in person or by telephone, remain calm and permit the person to talk without interruption.

Ask the following questions:

- Where is the bomb?
- When is it going to go off?
- What kind is it?
- What does it look like?
- What will cause it to go off?
- What is the intended target?
- Take actual or mental notes on everything said and your observations: time; description of person voice characteristics, background noise (if a telephone threat).

For all bomb threats:

- As soon as possible, dial 911.
- Prohibit any radio frequency transmissions and use of cell phones, PDAs, etc.
- Evacuate any suspected area and alert other staff.
- Advise all individuals not to touch, move or disarm any object or item.
- Advise all individuals not to change any equipment or electrical switches.
- All action regarding disposal or handling of the bomb or device will be handled by the local police agency or fire department.

If you have a written threat:

- Handle the note carefully and minimally – just enough to make a copy.
- Protect the original note from further handling or loss.
- Wait for further instructions from emergency responders.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

EMERGENCY PROCEDURES: Building Emergency

During normal working hours call **(714) 966-4070** (ext. 4070) to report any emergency.

During other than normal hours (evenings, Saturdays and Sundays) the procedure below should be followed:

In the event of any building emergency (key stuck in door, no electricity, broken window, etc.) one of the following people should be notified:

Jason Burley, Manager, Facilities, Maintenance & Operations

Phone: (714) 966-4454

Cell: (949) 524-5557

Diego Flores, Assistant Manager, Facilities, Maintenance & Operations

Phone: (714) 966-4266

Cell: (949) 922-0465

In case of a disaster (earthquake, fire, explosion, etc.) follow the guidelines outlined in the OCDE Emergency Procedures. In the event that you must notify 911, remain calm and be prepared to provide them with the following information: 1) the nature of the emergency, 2) the address and specific location of the emergency, 3) your name.

EMERGENCY PROCEDURES: Civil Disturbance

Any protest, misbehavior, or similar incident that disrupts or has the potential to disrupt the orderly functions of the workplace or the school site can escalate to a point where it is a danger.

If the incident is not serious, attempt to have those involved return to their normal routine. If the behavior could result in injury or further disruption, try to isolate the disruptive persons or their leaders. Initiate a lock down, if necessary. (See LOCK DOWN procedure.)

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

Once the incident is contained, determine what disciplinary action to take, if any. If needed, invite the Crisis Response Network to discern the basis for the problem and take action to address those concerns. Contact the Coordinator, Crisis Response Network at (714) 641-5430.

EMERGENCY PROCEDURES: Disaster

Remain calm and be patient. Remain in your work area unless instructed otherwise. Heed the instructions of emergency officials or command and evacuation personnel.

- Check for fires, smoke, fumes, electrical hazards, gas leaks or other potential hazards.
- If there are injuries, give first aid.
- Do not attempt to move seriously injured people. Report their location to site command personnel.
- Call your prearranged family contact.
- Do not use the telephone again, except to dial 911 to report a life-threatening emergency.
- Keep a radio on for information and updates.
- Report all injuries and hazards to your supervisor or an emergency official
- Site emergency responders will dial 911 to report the disaster, if the incident seems to be isolated to this location. If the disaster seems to be widespread, site emergency responders will assume control of the situation until emergency officials arrive.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured. Report their location to site command personnel.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- Report attendance and injuries to command personnel.
- Assemble with your division/unit/classroom in the designated area and remain there until instructed to do otherwise.
- Do not attempt to reenter the building until it has been officially declared safe.
- Keep radios on for information and updates.

If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building. In the event of instructions to “shelter in place” or “lock down” the facility, all entrances will be locked and no one will be permitted to exit or enter the building(s) until emergency officials determine that it is safe to do so. Keep a radio on for information and updates.

The Site Liaison or supervisor will report site damage and injuries as soon as possible to one of the following:

Randy Styner, Director

ACCESS Comprehensive School Safety Plan

Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

EMERGENCY PROCEDURES: Earthquake

If you are inside:

- Move away from windows, mirrors, tall bookcases, file cabinets or high stacked items and out from under beams, architectural elements and suspended light fixtures.
- Drop to the floor and, if possible, crawl under a sturdy table or desk.
- If that is not possible, stand against a corner or solid wall, or duck down next to a desk or sturdy object.
- Close eyes, clasp both hands behind the neck, and cover ears and head with forearms.
- Do not move or evacuate the building unless instructed to do so by emergency responders.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured. Report their location to site command personnel.
- Take your purse or wallet with you. Do not take time to collect all belongings or to turn off computers.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- Report attendance and injuries to command personnel.
- Assemble with your division/unit/classroom in the designated area and remain there until instructed to do otherwise.
- Do not attempt to reenter the building until it has been officially declared safe.
- Be prepared for aftershocks.
- Keep a radio on for information and updates.

If you are outside:

- Move away from buildings/areas subject to falling debris, glass, electrical wires, poles or trees.
- The safest place is in the open. Take cover in a doorway or archway if you cannot get to a clear area.
- Stay low, close eyes, and cover ears and head with forearms.
- Do not enter buildings until they have been officially declared safe.
- Be prepared for aftershocks.
- Keep a radio on for information and updates.

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The Site Liaison or supervisor will report site damage and injuries as soon as possible to one of the following:

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

EMERGENCY PROCEDURES: Evacuation

Evacuation of the building or work area may seem necessary to protect individuals from unknown or suspected danger, potential injury, or toxic exposure. Evacuation should not be automatic. You may be safer where you are. Heed the instructions of emergency officials or command and evacuation personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Take your purse or wallet with you. Do not take time to collect belongings or to shut down computers.
- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured. Report their location to site command personnel.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Designated personnel will take roll sheets with them and take rolls in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- Report attendance and injuries to command personnel.
- Assemble with your division/unit/classroom in the designated area and remain there until instructed.
- Do not attempt to reenter the building until it has been officially declared safe.
- Do not leave the site unless instructed to do so.

If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- a. Identify off-campus evacuation site(s).
- b. Establish a memorandum of agreement with the evacuation site(s).

(Please refer to the individualized school site safety plan)

EMERGENCY PROCEDURES: Explosion, Hazardous Materials, Or Chemical Spill

In the event of an explosion,

- Remain calm.
- Immediately drop to the floor, close eyes, clasp both hands behind the neck, and cover ears and head with forearms.

When the explosion(s) has stopped,

- Keep everyone inside the location unless instructed to evacuate.
- Close windows, shut off vents, turn off fans, seal gaps at windows and doorways.
- Do not smoke, light matches or activate any electrical or equipment switches.
- Avoid inhaling toxic fumes if possible.
- Monitor individuals for any signs of injury and report as soon as possible to command or emergency responders.

For hazardous materials or chemical spill,

- Stay away from the hazard source. Do not touch or step in any of the material.
- Do not eat or drink anything; it may be contaminated.
- Isolate any individuals that may have become contaminated.
- Monitor individuals for any signs of medical distress and report as soon as possible to command or emergency responders.

If evacuation is indicated,

- Proceed uphill, upstream or upwind of the material, fumes or smoke.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- Quickly assemble in an area away from the exit door and any emergency operations.
- Do not return to the building unless instructed to do so.

Dial 911 as soon as possible. Report the incident to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

EMERGENCY PROCEDURES: Fire

If you smell smoke or see flames, notify your Site Liaison and/or supervisor. That person will assess the situation and take appropriate action. If the situation is already out of hand and assistance is not available, dial 911 and be prepared to:

- State the nature of the emergency.
- State your name and a phone number at your location.
- State the address and the building and/or room number and specific location.
- Remain on the phone until told to hang up.
- Ask someone to meet emergency officials on the street.
- Use the fire extinguisher nearest you, if personal safety permits.

Use the nearest designated evacuation route exit and assembly area unless otherwise instructed.

- If smoke is present, stay close to the floor.
- Cover your mouth and nose with a wet cloth.
- Do not open hot doors. Before opening a door, touch it near the top to see if it is warm.
- Close doors behind you as you exit. Do not use elevators.
- Hold handrails. If there is no broken glass, remove high heels to avoid tripping.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- After exit, quickly assemble in an area away from the exit door and any emergency operations.
- Report attendance and injuries to command personnel.
- Do not return to the building until you are instructed to do so.
- Keep building entrances and access roads clear for emergency responders and vehicles.

If evacuation is not possible:

- Put closed doors between yourself and the smoke and heat.
- Stay close to the floor.
- Cover your mouth and nose with a wet cloth.
- Seal cracks around windows and doors.

If you are in a wildland fire area,

- Be aware of the environment which contributes to wildland fires: dense foliage, heat, dry conditions and wind.
- Learn alternate evacuation routes and be prepared to evacuate quickly.
- Heed official warnings and instructions from radio and television announcements, the National Weather Service, and law enforcement or fire personnel.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

ACCESS Comprehensive School Safety Plan

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

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Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

Fire Hazard Severity Zones and Evacuation Plans

In accordance with AB 2968, establishment of a procedure to identify appropriate refuge shelter for all pupils and staff for use in the event of an evacuation order, and to notify the operational area having jurisdiction of the refuge. This plan includes coordination with local emergency services, designation of safe refuge shelters, and clear evacuation procedures. By implementing this plan, Orange County Department of Education ensures the safety of students and staff while complying with AB 2968. Through collaboration with emergency response agencies, pre-established shelters, and organized evacuation protocols, this plan enhances Orange County Department of Education's resilience against wildfire emergencies.

1. Coordination with Local Authorities

Orange County Department of Education will coordinate closely with:

- Orange County Fire Authority (OCFA)
- Orange County Emergency Management Division
- Local law enforcement agencies
- California Department of Education (CDE) Emergency Services
- American Red Cross & Local Shelter Organizations

Regular wildfire evacuation drills will be conducted in collaboration with these agencies, ensuring that staff and students are trained in emergency protocols.

2. Designated Refuge Shelters

In case evacuation is not feasible, specific refuge shelters within Orange County Department of Education properties will be identified to provide temporary safety. These locations will be:

Primary Refuge Shelters

- **OCDE Main Campus Safe Zone** – Reinforced and equipped with air filtration systems, water supply, and emergency power.

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- **Designated School Multipurpose Rooms & Classrooms** – Each school under Orange County Department of Education will have a designated indoor refuge area. See individual Site Safety plans.

Secondary Refuge Shelters (if needed)

- **County-Approved Public Buildings** – Pre-designated municipal or state-owned buildings prepared for emergency occupancy.
- **Community Centers & Fire Stations** – Identified sites in collaboration with city officials.

Shelter Criteria

All designated refuge shelters must meet the following standards:

- Fire-resistant construction
- Air purification systems to mitigate smoke exposure
- ADA compliant
- Stocked with emergency supplies (food, water, first-aid kits)
- Communication capabilities with emergency services

4. Evacuation & Transportation Plan

Evacuation Triggers

Evacuation orders will be issued based on:

- Cal Fire & OCFA alerts
- Air quality index exceeding hazardous levels
- Direct wildfire threat within a 5-mile radius

Evacuation Procedures

- **Notification**
 - Emergency alerts will be sent via Orange County Department of Education's mass notification system (email, text, phone alerts).
 - PA systems will be used for on-campus alerts.
- **Transportation Coordination**
 - Orange County Department of Education will partner with Orange County Transportation Authority (OCTA) and school van fleets for student/staff transport.
 - Pre-designated bus pickup zones will be established for each school site.
- **Emergency Routes**
 - Safe evacuation routes will be determined in collaboration with OCFA and local law enforcement.
 - Alternate routes will be mapped in case of road closures.
- **Special Needs Evacuation**
 - Designated personnel will assist students with disabilities or special needs.
 - Additional transportation arrangements will be made for those requiring medical assistance.

ACCESS Comprehensive School Safety Plan

5. Communication & Emergency Response Alignment

- Emergency Operations Center (EOC) will be activated at Orange County Department of Education headquarters to coordinate response efforts.
- Real-time communication with fire and law enforcement agencies will be maintained.
- Parent & Guardian Communication Plan
 - Updates via Orange County Department of Education website, social media, and emergency text alerts (Parent Square)
 - Designated parent reunification centers for students post-evacuation.

6. Training & Drills

- Bi-annual wildfire evacuation drills for staff and students.
- First aid and emergency response training for Orange County Department of Education personnel.
- Coordination exercises with local fire and emergency services.

7. Resource Allocation

- Emergency supply kits stored at all OCDE school sites.
- Portable air filtration units for smoke-affected areas.
- Backup generators for key refuge shelters.

8. Review & Continuous Improvement

- This plan will be reviewed annually with updates based on changes in wildfire risks and emergency response strategies.
- Feedback will be collected from OCFA, emergency responders, school administrators, and community stakeholders.

EMERGENCY PROCEDURES: Hostage Situation, Suspected Terrorist, Violent Intruder

Perpetrators in these situations are unpredictable and may create panic and chaos at the location. This makes it difficult to establish a specific plan of action. Therefore, you must be aware of certain guidelines when making your decisions.

If confronted,

- Stall for time and create distance between you and the suspect.
- Do not be aggressive or use aggressive body language.
- Do not try to disarm an armed individual.
- Remain calm and understanding. Listen intently to what the person has to say.
- Take mental notes of what the suspect is wearing, weapons you see, what the suspect says.
- Do not attempt to protect personal belongings.
- Attempt to dial 911; leave the telephone off the hook if you cannot talk.

If it is not safe to exit your location and the threat is outside the area you are in:

- Lock your doors and windows and turn off the lights.
- Stay away from the suspect's line of sight.
- Place a message in the window or under the door to communicate.
- Dial 911.

If possible, evacuate away from the suspect's location:

- Stay close to walls and avoid wide open areas.
- If there is shooting, run in a zigzag pattern.
- Seek safe shelter and dial 911 or notify a responsible person of the incident as soon as possible.

If law enforcement is present, they will be armed and moving quickly:

- Identify yourself.
- Keep your hands visible and above your head.
- Listen carefully to law enforcement instructions and follow them.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

EMERGENCY PROCEDURES: Lock Down

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This **ACTION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not allow for free movement within the building.

ANNOUNCEMENT:

1. 4

Example: "Attention please. We have an emergency situation and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

ANY STAFF MEMBER WITH KNOWLEDGE OF IMMINENT THREAT ACTIONS:

- Make the **LOCKDOWN** announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.

ACCESS Comprehensive School Safety Plan

- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

EMERGENCY PROCEDURES: Motor Vehicle

During an earthquake:

- Bring the vehicle to a safe stop along the road or open area. Set the brake.
- Avoid stopping under or near overpasses, wires, high structures or anything that could fall.
- Stay inside the vehicle.
- Tune to a radio emergency station for information and updates.

During severe weather:

- Turn on headlights and windshield wipers.
- Adjust speed to ensure you can control the vehicle.
- If you cannot see or cannot control your vehicle, pull off the highway to a safe area or underpass.
- Stay inside the vehicle.
- Avoid crossing standing water that may be deep enough to kill the engine or sweep you away.
- Tune to a radio emergency station for information and updates.

In the event of an automobile accident:

- Stop immediately and take all necessary precautions to prevent further accidents at the scene.
- Send for help. Don't leave the accident scene. Seek necessary medical assistance. Ask a passing motorist or some other person to call 911.
- Render all reasonable assistance to injured persons. Movement of injured persons should not be undertaken if likely to cause further injury.
- Get names of witnesses.
- Exchange driver's license, automobile license and insurance information with the other party.
- Obtain the names and contact information of passengers and witnesses.
- Note the location and circumstances of the accident.
- DO NOT ADMIT FAULT. DO NOT make a statement of any kind to anyone other than the police.
- If the accident occurred in a private or rental car on personal time, report the incident to your own insurance company as soon as possible.
- If the accident occurred in an OCDE vehicle or while driving a rental or personal car on OCDE business, report the incident to Risk Management at 714.966.4059 as soon as possible and notify your supervisor.

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Active Shooter/Armed Assailant
- Bomb Threat
- Death of a Student
- Death of a Staff Member
- Irrational Behavior
- Medical Emergency
- Utility Failure
- Weather

EMERGENCY RESPONSES: Accident at School

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- Report an accident to the principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to the school office or school nurse for assistance.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Blood borne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSES: Active Shooter, Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“Active shooter situations” are defined as those where an individual is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooter situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter situation* before law enforcement personnel arrive on the scene.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter/armed assailant situation is occurring or is about to begin. They must ensure that any person in their care is accounted for.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
 - c. **Be decisive.** Communicate your plan to your students and act quickly.
 - d. **Call 911 and the School Office** as soon as it is safe to do so.
2. **Options: Run, Hide or Fight**
 - a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate from a LOCKDOWN unless you:
 - know the location of the shooter
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with you if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - b. **Hide:** If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Once in your hiding place you should:
 - Lock the doors

- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of sight from the room entrance.
- Prepare to act if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries; only when safe to do so and if you can remain quiet.
- Call 911 as soon as it is safe to do so.

If evacuation and hiding out are not possible, remain calm and call 911 (if possible) to alert police to the active shooter's location. When calling 911 if you cannot speak, leave the line open and allow the dispatcher to listen in.

- c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Act as aggressively as possible against him/her
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available, be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
 - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.
- a. Provide as much information as possible (slow down – be calm):
 - State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: “room __”
 - The number of children with you:
 - Number of shooters, if more than one

- Number and type of weapons held by the shooter/s
 - Number of potential victim at the location
 - b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.
4. Law Enforcement
- a. Law enforcement's **purpose** is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.
 - Officers usually arrive in teams of four (4).
 - Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment.
 - Officers may be armed with rifles, shotguns, handguns.
 - Officers may use pepper spray or tear gas to control the situation.
 - Officers may shout commands, and may push individuals to the ground for their safety.
 - b. How to react when law enforcement arrives:
 - Remain calm, and follow officers' instructions.
 - Put down any items in your hands (i.e., bags, jackets).
 - Immediately raise hands and spread fingers.
 - Keep hands visible at all times.
 - Avoid making quick movements toward officers such as holding on to them for safety.
 - Avoid pointing, screaming and/or yelling.
 - Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.

The first officers to arrive at the scene will not stop to help injured persons. Expect rescue teams composed of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises. Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

5. Special Topics
- a. Injuries: Your response to injured people will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you; you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.

- As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. **Weapons:** There are many situations in which a weapon may be left in the open.
 - If a weapon is left in the open, do not pick it up. Law enforcement may shoot you if you're holding a weapon.
 - Empty a trash can and place it over the weapon. If it is necessary to move the weapon away from the assailant, slide it a safe distance away and keep it covered and under control until law enforcement officers can take possession of it.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - Include as much actionable information on the announcement as possible.
 - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
 - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
 - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the district office after you call 911.
- If possible, assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
 - Activate the district's Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff that will be impacted by this emergency.
- **Offsite Reunification**

- The Operations Section should prepare an off-site evacuation site for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes and large churches work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.
 - Buses should be placed on standby for evacuation.
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
 - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
 - This team will also provide ongoing support throughout the recovery phase of the emergency response.
 - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
 - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSES: Bomb Threat

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt the caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify the site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of items by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify the principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Consult with Law Enforcement (Hazardous Devices Squad) first to determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

Telephone Bomb Threats

Remain calm/courteous.
visual display.
interrupt.
Pretend hearing difficulty.
background noises, voice description.
Where? What? How?
suspicious objects.

Read phone's
Listen, don't
Keep caller talking.
Notice details:
Ask: When?
Don't touch any

Call 911

- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary and **NO** other options are available, evacuate the entire school using the fire alarm.
- Notify the District Superintendent of the situation.
- Select someone to work with Law Enforcement to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS (Done in cooperation with Law Enforcement):

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If a suspicious item is found, make no attempt to investigate or examine the object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSES: Bomb Threat Checklist

The following checklist can be obtained in PDF form from FEMA at:

https://tripwire.dhs.gov/system/files/2.5_bomb_threat_procedure_checklist_digital_final_v2.0.pdf

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov



V2

BOMB THREAT CHECKLIST

DATE: _____ TIME: _____

TIME CALLER HUNG UP: _____ PHONE NUMBER WHERE CALL RECEIVED: _____

Ask Caller:

- 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? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Sturred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information:

EMERGENCY RESPONSES: Death of a Student

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such a tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with the front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- Allow students who wish to meet in the counseling office or another appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with a facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSES: Death of a Staff Member

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with the front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongings. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

EMERGENCY RESPONSES: Irrational/Suspicious Behavior

If you are the victim of, are involved in, or witness an individual behaving in an unusual or suspicious manner, or an individual is disorderly, intoxicated, committing vandalism, or other destructive act such as assault, robbery, theft, overt sexual behavior, etc., proceed as follows.

PROCEDURE:

- Do not take unnecessary chances
- Keep a safe distance from the person. Watch him/her only if it is safe to do so.
- Do not attempt to talk with or remove the individual yourself
- Call police with the following information:
 - Nature of incident
 - Location of incident
 - Description of person(s) involved
 - Location of person(s) involved
 - Your name, location, department and extension number
- Get a good description of the suspicious person if personal safety allows. Note height, weight, sex, color, approximate age, clothing, method and direction of travel, and name if known. This provides vital information to investigating police officers.
- Should a suspicious person attempt to leave the scene in a vehicle, bicycle, etc... note the make and model, license number (if possible), color, outstanding characteristics, etc.
- Remain where you are until a police officer arrives
- Do not interfere with:
 - Persons committing the crime/creating the disturbance
 - Law enforcement authorities on the scene

PERSONAL SAFETY:

Be observant and aware of your surroundings at all times. If a suspicious person is seen roaming around, or suspicious calls are received, contact the police immediately. Do not investigate a suspicious person or noise outside by yourself. Please lock all office doors and ground floor windows, and windows that open, whenever you leave a room unattended. If you work in an open cubicle, keep valuables (purses, backpacks) in a locked drawer. Secure laptops with a security cable and place in a locked drawer when unattended for long periods of time. Do not let people into a locked building or office unless you work with them or they have been properly identified. If the person gives you any problems, call the police.

EMERGENCY RESPONSES: Medical Emergencies

This plan establishes standardized procedures aligning with AB 2887 requirements to

respond swiftly to Sudden Cardiac Arrest (SCA) and other life-threatening medical emergencies involving students, staff, and visitors in Orange County Department of Education facilities. It outlines emergency response actions, AED (Automated External Defibrillator) deployment, training programs, and coordination with Emergency Medical Services (EMS) to ensure prompt medical intervention. Through AED availability, trained responders, and emergency preparedness, Orange County Department of Education prioritizes the health and safety of its students and staff.

1. Coordination with Emergency Medical Services (EMS)

OCDE will coordinate with:

- Orange County Emergency Medical Services (OCEMS)
- Local Fire Departments & Ambulance Services
- School Nurses
- American Heart Association & Red Cross (for training and certifications)

A direct communication line with local 911 dispatch centers will be established to ensure immediate EMS response when an emergency occurs.

2. Procedures for Responding to Sudden Cardiac Arrest (SCA) & Medical Emergencies

Step 1: Immediate Recognition & Response

- Any witness (staff, student, or bystander) must call for help immediately if someone collapses or shows signs of SCA or a life-threatening emergency.
- Signs of SCA include:
 - Sudden collapse
 - Unresponsiveness
 - Abnormal or no breathing

Step 2: Activate Emergency Protocol

- Call 911 Immediately: Provide location, condition of the individual, and that an AED is being deployed.
- Alert the School Medical Response Team: Trained staff and responders will arrive with an AED.
- Initiate CPR if Necessary:
 - If the person is unresponsive and not breathing, begin chest compressions immediately.
 - Use hands-only CPR (100-120 compressions per minute) until an AED arrives.

Step 3: Deploy AED

- Retrieve the nearest AED: Orange County Department of Education has strategically placed AEDs in high-traffic areas of each school and office building.
- Turn on the AED & Follow Instructions:
 - AEDs provide step-by-step voice instructions for use.
 - If a shock is advised, clear the area and administer as directed.

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- Continue CPR if necessary until EMS arrives.

Step 4: Transfer to EMS & Incident Reporting

- Upon EMS arrival, provide details on actions taken (CPR, AED shocks).
- Complete an Incident Report: All medical emergencies must be documented for legal and safety review.
- Notify Parents/Guardians (for students) as soon as possible.

4. AED Placement & Maintenance

AED Locations

Each Orange County Department of Education school and administrative site will have AEDs in easily accessible locations, including:

- Main Offices
- School lobby

AED Maintenance & Inspection

- Monthly visual inspections to ensure AEDs are in working order.
- Battery & Pad Replacement as per manufacturer guidelines.
- Annual full-function checks performed by trained personnel.

5. Training & Certification Program

Orange County Department of Education will establish a regular AED & CPR training schedule for staff in collaboration with local health organizations.

Training Frequency & Staff Involvement

- Annual training will be offered for all staff in CPR & AED usage (aligned with American Heart Association & Red Cross guidelines).
- School Nurses: Must maintain advanced CPR & First Aid certification.
- Student Training: High school students may be offered CPR/AED awareness education through health classes.

6. Communication & Emergency Action Plan (EAP)

- Emergency Posters with step-by-step SCA response procedures will be displayed near AED locations.
- Emergency Contact Lists with designated responders will be in all classrooms & offices.
- Mass Notification System:
 - Immediate alerts sent via PA system, text, and email in case of a major medical emergency.
 - Parent/Guardian communication system activated for student incidents.

7. Continuous Evaluation & Policy Review

- Annual Review of Medical Emergency Protocols to incorporate best practices.
- Evaluate Incident Reports to assess response effectiveness.
- Feedback from School Nurses, Staff, and EMS will be collected to refine the plan.

EMERGENCY RESPONSES: Utility Failure or Leak Building Emergency, Crime

During power outage,

- Use public or cell phones to communicate.
- Shut down computers. (It is advisable to back up computer files at least weekly.)
- Emergency lights are powered in specified areas for ninety minutes.
- Flashlights are located in strategic areas and in the office of the Site Liaison.
- Do not leave your work area unless instructed to do so.

For suspected or actual utility break or water/gas leak,

- Consult utility shut off information posted at each site.
- Evacuate the immediate area.
- Do not touch fallen wires.
- Check circuit breakers, pilot lights and other potential sources of the problem.
- Do not return to the area until instructed to do so.

Utility shutoff Information is posted at each site. Immediately report any building emergency or problem to the Site Liaison or Facilities Personnel.

Property Damage or Crime

If you are the victim of a crime or you encounter a crime in progress,

- DO NOT confront the suspect(s).
- Take mental notes of what the suspect is wearing, weapons you see, what the suspect says.
- Do not try to protect personal belongings.
- If possible, retreat from the scene.
- Attempt to dial 911; leave the telephone off the hook if you cannot talk.

If you suspect or witness a crime, vandalism or property damage,

- DO NOT confront the suspected perpetrator(s).
- DO NOT disturb the scene.
- Immediately report crime, vandalism or property damage to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Randy Styner, Director
Safety, Risk, and Emergency Management
(714) 966-4026

OR

Gabriel Hsu
Coordinator, Risk Management
(714) 966-4059

EMERGENCY RESPONSES: Weather

During any weather emergency, keep a radio on for information, updates and travel advisories.

Storm, Tornado, Hurricane

- If outdoors, stop all activities and seek shelter. If possible, avoid assembling or seeking shelter in gymnasiums, auditoriums or other structures with large, open roof spans.
- Assemble in windowless rooms or hallways located in the center of the building and on the ground floor.
- Close doors, windows and blinds.
- If the weather becomes severe enough, crawl under a sturdy table or desk and close eyes, clasp hands behind the neck, and cover ears and head with forearms.
- Report wet or broken electrical lines, or broken gas lines.
- Be aware of hazardous debris and contaminated food and water.
- Watch for or call for assistance.

Extreme Cold

- Dress in several layers of warm, loose-fitting clothing. Remove extra layers when you feel too warm.
- Stay indoors and stay dry. Conserve heat.
- Close off unneeded rooms; cover windows with blankets; stuff rags or towels in cracks under doors.
- Stay awake, but avoid exertion; and as you sit, keep moving your arms and legs to improve circulation.
- Be aware of the potential hazards of space heaters, fireplaces and candles. Never use a charcoal grill indoors. Ensure adequate ventilation if using a propane gas camp stove or heater indoors.
- Recognize the symptoms of hypothermia: shivering/exhaustion, confusion, fumbling hands, memory loss or slurred speech, drowsiness, bright red/cold skin, loss of consciousness. If any symptoms are present, take the person's temperature and begin warming the person: offer warm beverages; remove any wet clothing; warm the center of the body first; use skin-to-skin contact; wrap the entire body in blankets, including head and neck. Also administer CPR if the person is not breathing, even if there is no pulse.
 - **A TEMPERATURE OF 95 DEGREES OR LOWER IS A LIFE-THREATENING EMERGENCY – DIAL 911.**

Extreme Heat

- Wear light-colored clothing and take advantage of shade and air conditioning whenever possible.
- Limit outdoor activities and drink lots of water or other non-alcoholic and caffeine-free beverages.
- DO NOT leave people or pets in vehicles with windows closed or only partially open.
- Since hot weather increases fire hazard, be careful with possible sources of ignition.

EMERGENCY RESPONSES: Weather

- Be aware of the symptoms of heat emergencies: Heat cramps, muscle cramps
 - Get the person to a comfortable position in a cooler place. Lightly stretch the affected muscle. Give half a glass of non-alcoholic, caffeine-free liquid every 15 minutes – drink slowly.
- Heat exhaustion: Cool, moist, pale or flushed skin; heavy sweating; headache; nausea or vomiting; dizziness or exhaustion. Body temperature will be near normal.
 - Get the person to a comfortable position in a cooler place. Remove or loosen clothing and apply cool, wet cloths (towels or sheets) to the entire body. If the person is conscious, give half a glass of non-alcoholic, caffeine-free liquid every 15 minutes - drink slowly. Watch carefully for changes in condition.
- Heat stroke: Hot, red skin; changes in consciousness; rapid, weak pulse; and rapid, shallow breathing. Body temperature can be very high. Skin may be wet or dry.
 - **HEAT STROKE IS A LIFE-THREATENING EMERGENCY – DIAL 911.**

Poor Air Quality or Smog

- Limit or cancel outdoor activities.

AB 49/495 & SENATE BILL 98 - LIMITS ON IMMIGRATION ENFORCEMENT AT SCHOOL SITES

Our Commitment to Students and Families:

The Orange County Department of Education (OCDE) is committed to ensuring that all students and families, regardless of immigration status; feel safe, supported, and welcome at school. Our schools are places for learning, care, and community.

In accordance with Assembly Bills 49/495 and Senate Bill 98, and guidance from the California Attorney General, OCDE does not allow immigration enforcement activities on school campuses unless required by law and supported by proper judicial authorization.

What These Laws Mean for Families:

1. Immigration Enforcement Is Not Allowed on Campus Without a Court Order

Immigration officers are not permitted to enter nonpublic areas of a school, such as classrooms, offices, counseling areas, or staff spaces; without a valid judicial warrant, subpoena, or court order signed by a judge.

School staff cannot and will not allow access voluntarily.

2. Strict Verification of Any Legal Documents

If immigration enforcement officers come to or near a school:

- School administrators must carefully review and verify any legal documents.
- OCDE legal counsel may be consulted.
- If proper authorization is not provided, access will be denied.
- All interactions are documented.

No individual staff member may grant access on their own.

3. Immediate Notification to Protect Our Community

Under Senate Bill 98 (effective September 2026), OCDE is required to:

- Notify staff and parents if immigration officers are present on a campus, when legally permitted to do so.

If enforcement personnel are encountered:

- Staff immediately notify school leadership.

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- No student or family member may be questioned, interviewed, or detained without administrator involvement.
- OCDE leadership and legal counsel are notified right away.

4. Student Information Is Protected

OCDE does not share student or family information, including enrollment, contact details, or personal records, unless legally required.

- All records are protected under FERPA (federal student privacy law).
- Any request for information is reviewed by OCDE leadership.

5. Ongoing Training and Communication

OCDE:

- Provides regular staff training on how to respond to immigration-related situations.
- Share this policy with staff, students, and families.
- Makes the policy available publicly and in multiple languages.

6. Safe, Inclusive, and Welcoming Schools

We are committed to ensuring that:

- Schools remain safe spaces for all students.
- No student or family feels afraid to attend school.
- Immigrant students and families are supported with resources and care.

Helpful resources are available through:

- Relevant resources include:
California Department of Education:
<https://www.cde.ca.gov/ls/pf/if/>
- California Attorney General Model Guidance:
<https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf>

7. Policy Compliance and Review

OCDE will fully comply with all state requirements and submit this policy to the California Department of Education by March 1, 2026. The policy will be updated as laws and guidance evolve.

Our Promise to Families

Your child's school is a place of learning, safety, and belonging. OCDE will continue to protect students' rights, communicate openly with families, and uphold the law while prioritizing the well-being of our community.

INSTRUCTIONAL CONTINUITY PLAN GUIDANCE

Senate Bill 153 (SB 153), enacted as Chapter 38 of the Statutes of 2024, introduced significant changes to California's education policies, including provisions related to independent study and instructional continuity during emergencies. To align with SB 153 and ensure that all students in Orange County have access to instruction during emergencies or natural disasters, the Orange County Department of Education can develop a comprehensive plan encompassing the following key components: cde.ca.gov

1. Policy Updates and Compliance:

- **Independent Study Flexibility:** SB 153 repealed the three-day minimum duration requirement for independent study, allowing Local Educational Agencies (LEAs) to claim average daily attendance (ADA) for any length of independent study. Orange County Department of Education should update its policies to reflect this change, enabling swift transitions to independent study during emergencies. cde.ca.gov
- **Written Agreements:** The bill differentiates between short-term (15 or fewer school days) and long-term (16 days or more) independent study agreements. Orange County Department of Education must ensure that procedures are in place for timely execution of these agreements, especially during unforeseen disruptions. cde.ca.gov

2. Infrastructure and Technology:

- **Digital Platforms:** Invest in robust online learning management systems to facilitate seamless instruction. This includes platforms capable of handling increased traffic and providing interactive features to engage students.
- **Device Accessibility:** Conduct assessments to identify students lacking necessary devices or internet access. Develop programs to distribute equipment and offer internet solutions, ensuring equitable access to online instruction.

3. Professional Development:

- **Educator Training:** Provide comprehensive training for teachers on effective online instruction methodologies, including the use of digital tools and platforms. This prepares educators to deliver quality education remotely.
- **Resource Development:** Collaborate with organizations like the California Mathematics Project, as encouraged by SB 153, to develop and disseminate resources that support high-quality instruction across various subjects. For example, grants.ca.gov+1cde.ca.gov+1

4. Communication and Coordination:

- **Emergency Communication Plans:** Establish clear protocols for communicating with students, parents, and staff during emergencies. Utilize multiple channels, such as emails, text messages, and OCDE social media, to disseminate information promptly.
- **Collaboration with Local Agencies:** Work closely with local districts, state partners, and first responders to ensure a unified and effective response to crises, as exemplified by Orange County Department of Education's collaboration during events like Tropical Storm Hilary. newsroom.ocde.us

5. Student Support Services:

- **Mental Health Resources:** Provide access to counseling and mental health services to support students' well-being during stressful events.
- **Special Education Considerations:** Ensure that students with disabilities receive appropriate accommodations and support to access instruction, even in a remote setting.

6. Continuous Improvement:

- **Regular Drills and Feedback:** Conduct regular emergency preparedness drills and solicit feedback from all stakeholders to refine and improve emergency response plans continually.

By implementing this multifaceted plan, Orange County Department of Education can effectively uphold its commitment to providing uninterrupted, high-quality education to all students, even amidst emergencies or natural disasters.

SUSPENSION AND EXPULSION POLICES

Education Code 48900, grounds for suspension or expulsion:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance including an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered or arranged or negotiated to sell any controlled substance including an alcoholic beverage or an intoxicant of any kind; and then 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
"School property" includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property. "School property" includes, but is not limited to, electronic files and databases.
- 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.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- 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.
- l) Knowingly received stolen school property or private property. "School property" includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289; or committed a sexual battery as defined Penal Code 243.4.

- o) Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness; or retaliating against that student for being a witness, or both.
- p) Unlawfully offered, arranged to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing, as defined in Education Code sections 32050 and 48900 (s).
- r) Aids or abets, as defined in Penal Code 31, the infliction or attempted infliction of physical injury to another person.
- s) Committed sexual harassment as defined in Education Code 212.5. This conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance; or to create an intimidating, hostile, or offensive educational environment. This subsection shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2)
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This subsection applies to students enrolled in any of grades 4 to 12, inclusive.
- u) Intentionally engaged in harassment, threats, or intimidation directed against school district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or students by creating an intimidating or hostile education environment. This subsection applies to students enrolled in any of grades 4 to 12, inclusive. (Education Code 48900.4)
- v) Made terrorist threats, as defined, against school officials or school property, or both. (Education Code 48900.7)
- w) Engaged in an act of bullying, including but not limited to, bullying by means of an electronic act, directed toward a student or school personnel (Education Code 48900(r)).

SUSPENSION AND EXPULSION POLICIES: Foster Youth

If the decision to recommend expulsion is a discretionary act and the pupil is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, the governing board of the school district shall provide notice of the expulsion hearing to the local educational agency liaison for homeless children and youth designated pursuant to Section 11432(g)(1)(J)(ii) of Title 42 of the United States Code at least 10 calendar days before the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, email or a telephone call must provide notice of the expulsion hearing to the pupil's tribal social worker and, if applicable, the county social worker.

SUSPENSION AND EXPULSION POLICIES: Students with Disabilities

This policy ensures that students with disabilities are disciplined fairly and in accordance with federal and state laws, including:

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act
- California Education Code

OCDE is committed to protecting the rights of special education students while maintaining a safe and supportive school environment.

General Guidelines for Suspension & Expulsion

Limits on Disciplinary Actions for Special Education Students

Students eligible under IDEA or Section 504 may only be suspended or expelled under specific conditions:

- Short-term suspensions (less than 10 cumulative school days per year) follow the same process as general education students.
- Removals exceeding 10 days or involving expulsion require additional legal protections.
- The school must consider whether the behavior was a result of the student's disability through a Manifestation Determination Review (MDR).

Manifestation Determination Review (MDR) for Removals Over 10 Days

If a student is suspended for more than 10 consecutive days or faces expulsion, an MDR meeting must be held within 10 days.

Manifestation Determination Review (MDR) Steps

1. Conduct a Review
 - The Individualized Education Program (IEP) team or 504 team must determine whether the misconduct was:
 - Caused by the student's disability, or
 - A direct result of the school's failure to implement the student's IEP/504 Plan.
2. MDR Decision & Next Steps
 - If YES, the behavior is related to the disability:
 - The student cannot be expelled.
 - The IEP must be reviewed and adjusted to provide better support.
 - Alternative discipline options will be explored (e.g., behavioral interventions).
 - If NO, the behavior is not related to the disability:
 - The student may be disciplined like a general education student (including expulsion).

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- The IEP team may consider alternative placements or supports.

Due Process & Parental Rights

Rights of Parents & Guardians

- Parents must be notified immediately of any suspension exceeding 10 days.
- Parents have the right to request a hearing and challenge expulsion decisions.
- Parents must be included in all MDR meetings and IEP revisions related to discipline.

Special Education Due Process Procedures

- If a student with a disability is recommended for expulsion, they have the right to:
 - A pre-expulsion hearing with the IEP team.
 - File a complaint or appeal under IDEA dispute resolution processes.
 - Request a due process hearing before the California Office of Administrative Hearings (OAH).

Special Circumstances: Immediate Removal for Dangerous Behavior

A student with a disability may be placed in an interim alternative educational setting (IAES) for up to 45 school days if:

- The student carries a weapon on school grounds.
- The student possesses, sells, or uses illegal drugs at school.
- The student causes serious bodily injury to another person.

During this time, the school must:

- Continue to provide educational services in the IAES.
- Conduct a functional behavior assessment (FBA) and implement behavioral interventions.

Alternative Discipline & Support Strategies

OCDE prioritizes behavioral support over exclusionary discipline for special education students. Schools should use:

- Behavioral Intervention Plans (BIP)
- Restorative justice & conflict resolution
- Counseling & mental health services
- Additional academic and behavioral support services

Compliance & Policy Review

- Annual staff training on special education discipline laws.
- IEP teams must regularly review behavior intervention plans to prevent future issues.
- All disciplinary actions must be documented to ensure compliance with IDEA and state law.

This Suspension & Expulsion Policy ensures that students with disabilities receive due process, fair treatment, and necessary support to remain in school. Orange County Department of Education remains committed to upholding legal protections while maintaining a safe and supportive educational environment.



Notification of Administrative Suspension from School

To _____ of _____, Your student has been **SUSPENDED** from school as follow:
Parent/Guardian Name Student Name

<p>School _____ Teacher _____</p> <p>Suspension Effective: From- Day _____ Date _____ Time _____ Return- Day _____ Date _____ Time _____</p> <p style="text-align: center;">EDUCATION CODE SECTION 48900</p> <p>Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, suspension on the first offense is authorized for 48900 (a) through (e) offenses and/or when the pupil's presence causes a danger to persons. (EC 48900.5) Discretion may be used to provide alternatives to suspension or expulsion that are age appropriate and designed to address the specific misbehavior. EC 48900 (v) ++ Indicates law enforcement must be notified.</p> <p>The suspension is based on the following conduct by your student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a.1. Caused, attempted to cause, or threatened to cause physical injury. <input type="checkbox"/> a.2. Willfully used force or violence on another person, except in self-defense. <input type="checkbox"/> b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object. ++ <input type="checkbox"/> c. Possessed, used, sold, furnished, or been under the influence of any controlled substance, alcohol, or intoxicant. ++ <input type="checkbox"/> d. Offered, arranged, or negotiated to sell a controlled substance, alcohol or intoxicant and then provided a replica substance. ++ <input type="checkbox"/> e. Attempted or committed robbery or extortion. ***** <input type="checkbox"/> f. Attempted or caused damage to school or private property. <input type="checkbox"/> g. Attempted or stole school or private property. <input type="checkbox"/> h. Possessed, or used a tobacco product. <input type="checkbox"/> i. Committed an obscene act or engaged in habitual profanity or vulgarity. <input type="checkbox"/> j. Possessed, offered, arranged, or negotiated to sell drug paraphernalia. <input type="checkbox"/> k. Disrupted school activities or defied school personnel. <input type="checkbox"/> l. Knowingly received stolen school or private property. <input type="checkbox"/> m. Possessed an imitation firearm. <input type="checkbox"/> n. Attempted or committed sexual assault or committed a sexual battery. ++ <input type="checkbox"/> o. Harassed, threatened, or intimidated a student complainant or witness in a school disciplinary matter. <input type="checkbox"/> p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. ++ <input type="checkbox"/> q. Engaged in, or attempted to engage in, hazing. <input type="checkbox"/> r. Engaged in an act of bullying, including electronic means. <input type="checkbox"/> t. Aided or abetted in the attempted or infliction of physical injury to another. Expel only when connected to (a) <input type="checkbox"/> .2 Committed sexual harassment. (Grades 4-12) <input type="checkbox"/> .3 Attempted, threatened, caused, or participated in hate violence. (Grade 4-12) <input type="checkbox"/> .4 Harassment, threats or intimidation creating an intimidation or hostile educational environment. (Grade 4-12) <input type="checkbox"/> .7 Made terroristic threats against school officials or property. 	<p>Student's Phone Number (_____) _____ - _____</p> <p>Grade _____ Student ID _____ Birthdate _____</p> <div style="border: 2px solid red; padding: 5px;"> <p>Special Education <input type="checkbox"/> YES <input type="checkbox"/> No 504 Student <input type="checkbox"/> YES <input type="checkbox"/> No</p> </div> <p>Location <input type="checkbox"/> Classroom <input type="checkbox"/> To/From School Campus <input type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus School Activity <input type="checkbox"/> Other _____</p> <p>Parent/ Guardian Notification Method: <input type="checkbox"/> Telephone <input type="checkbox"/> In person Conference <input type="checkbox"/> Mail</p> <p><input type="checkbox"/> Verified parent permission to release student <input type="checkbox"/> Unable to reach parent. Student remained under supervision until end of school day <input type="checkbox"/> Student left school without permission.</p> <p>Time student left school _____, with _____</p> <p>Law Enforcement Notified <input type="checkbox"/> YES <input type="checkbox"/> No</p> <p>Police Report/Citation # _____</p> <p style="text-align: center;">SUMMARY OF REASONS FOR SUSPENSION:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Please be advised that you have the right to review the student records of your child. A meeting to review your child's conduct and the reasons for the suspension of your child will be held at the date and time set forth below.</p> <p style="text-align: center;">STUDENT ACKNOWLEDGMENT:</p> <p>My signature below indicates that I have been told why I have been suspended. I have also been given a chance to ask questions and explain my side of the story. I have been informed that I am prohibited from returning to any campus or school owned property located within the Orange County Department of Education, ACCESS school sites during school or non-school hours, and on school and non-school days. This also includes school activities.</p> <p>Student Signature _____</p> <p>Date _____</p>
--	---

Parent Conference: A conference with you regarding this matter (will be/ was) held on _____ at _____ A.M P.M.
You are required by law to respond to this conference request without delay. Please contact me at _____

Principal/ Designee Signature _____ Date _____

WORKPLACE VIOLENCE PREVENTION PLAN (WVPP)

On September 30, 2023, Governor Gavin Newsom signed Senate Bill 553 (SB 553) into law, establishing a new written Workplace Violence Prevention Plan (WVPP) requirement for nearly all California employers. It's crucial that we proactively address this mandate to ensure the safety and well-being of our staff.

Section I

Workplace Violence Prevention Plan Statement

The Orange County Department of Education (OCDE or Department) is dedicated to fostering a safe and secure work environment, maintaining zero tolerance for harassment, intimidation, threats, or violence. Our priority is the safety of all students, employees, volunteers, and visitors across every OCDE property and worksite. We take acts of violence, threats, theft, dishonesty, discrimination, retaliation, and sexual harassment seriously and respond promptly to address them. In compliance with California Senate Bill 553 (SB 553) and 8 CCR § 3203, which mandate workplace safety and violence prevention, OCDE has implemented a comprehensive Workplace Violence Prevention Plan (WVPP) across all Department worksites. This plan supplements our Injury and Illness Prevention Program (IIPP) and outlines specific steps to identify, report, track, and analyze violent incidents, aiming to reduce their recurrence. The WVPP is continuously in effect and tailored to each work area's hazards, ensuring proactive measures against aggressive or violent behavior in the workplace.

Section II

Introduction and Objective

The Orange County Department of Education's (OCDE or Department) primary function is to educate children and to support educators throughout Orange County. Educating our employees about workplace violence prevention is integral to the Department. The Department prohibits and will not tolerate any form of workplace violence on any OCDE property or at any OCDE sponsored event(s) by any employee or third party, including contractors, vendors, visitors, volunteers, parents, students, or others. The goal of our Workplace Violence Prevention Plan (WVPP) is to minimize violent incidents at all OCDE work sites. This will be achieved through improved employee awareness, prompt identification and reporting of violent incidents, incident tracking, and implementation of corrective actions as hazards are identified. This handbook outlines the WVPP's goals, statutory authority, and the responsibilities for all employees. Successful implementation requires cooperation between supervisors and employees in all violence prevention matters, as well as mutual support among coworkers. OCDE employees are encouraged to report any concerns anonymously, or openly, without fear of retaliation. It is the responsibility of every employee to comply with the requirements of the WVPP at all times. With your proactive involvement and awareness, we can recognize, confront, and deal with inappropriate behavior and eliminate or minimize threatening incidents to maintain a secure, safe and healthy work environment for all of us.

Objectives of the WVPP:

- Establish and maintain an effective WVPP;
- Provide a safe working environment;
- Develop policies, training, and communications to improve workplace violence prevention;
- Maintain written records of workplace violence incidents and investigations in accordance with the Plan.

The Department's WVPP is available:

- Upon request for review
- To all employees, their representatives, and the Chief of Cal/OSHA or their designee
- On the Department's intranet site

Section III

Definitions and Key Terms

- **Emergency:** An unanticipated circumstance that can be life threatening and/ or pose a risk of significant injuries to an employee or other person.
- **Engineering controls:** An aspect of a built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.
- **Log:** The violent incident log required by this Workplace Violence Prevention Plan.
- **Plan:** This Workplace Violence Prevention Plan.
- **Threat of violence:** Includes, but is not limited to, both verbal and/or non-verbal conduct that causes a person to fear for their safety because there is a reasonable possibility they may be physically injured and that serves no legitimate work-related purpose.
- **Workplace violence:** Any act of violence or threat of violence that occurs at a worksite. The term workplace violence does not include lawful acts of self-defense or defense of others. Workplace violence includes, but is not limited to, the following regardless of whether the employee sustains an injury:
 - o The threat and/or use of physical force against an employee that results in, or has a high likelihood of resulting in injury, psychological trauma, or stress.
 - o An incident involving the threat and/or use of a firearm and/or other dangerous weapon, including the use of common objects as weapons.
 - o The following four workplace violence types:
 - ☑ **Type 1:** Workplace violence committed by a person who has no legitimate business at the work site. This includes, but is not limited to, violent acts by any person who enters the workplace with the intent to commit a crime.
 - ☑ **Type 2:** Workplace violence directed at an employee(s), by a customer(s), a client(s), a patient(s), a student(s), an inmate(s), a visitor(s), contractor(s), vendor(s), visitor(s), volunteer(s), parent(s), student(s), or others.

☒ **Type 3:** Workplace violence against an employee by a present or former OCDE employee.

☒ **Type 4:** Workplace violence committed in the workplace by a person not employed and/or authorized to be in the workplace, who does not work there but has or is known to have had a personal relationship with an employee.

– **Work Practice Controls:** The procedures and rules used to effectively reduce workplace violence hazards.

– **Dangerous weapons:** A dangerous weapon includes, but is not limited to, any instrument capable of inflicting death or serious bodily injury. The Department strictly prohibits the possession of any dangerous weapon on any Orange County Department of Education property, except when explicitly authorized for specific purposes such as fire suppression, accident and incident response, emergency medical services, law enforcement services, or security duties. Any employee or any appointed or elected official found in possession of 4 prohibited dangerous weapon(s) on any Orange County Department of Education property violates this policy and may be subject to disciplinary action, up to and including dismissal.

Section IV

Plan Authority and Responsibility

Authority: Plan Administrator

Under the direction and authority of the Superintendent, the Coordinator, Risk Management, or an assigned designee, is the designated Workplace Violence Prevention Plan (WVPP) Administrator (Plan Administrator). The Plan Administrator is responsible for administering policies and procedures for managing workplace violence prevention and promoting a safe working environment for all Orange County Department of Education employees.

The Plan Administrator has the authority and responsibility for developing, implementing, and maintaining this plan. Responsibilities include conducting or overseeing investigations of workplace violence reports and addressing employee questions concerning the WVPP.

Orange County Department of Education Human Resources may also assist with responding to employees' questions and/or concerns about this plan. Risk Management and Human Resources shall solicit feedback and input from employees and their authorized representatives in the development and implementation of the WVPP.

Orange County Department of Education site administrators, managers, supervisors, and other designated staff will provide day-to-day program support, guidance, and training to individual employees on Orange County Department of Education's WVPP.

Section V

Employee Responsibility

Orange County Department of Education Management

All managers, supervisors, and lead personnel are responsible for ensuring compliance with the provisions of the WVPP and for ensuring the health and safety of Orange County Department of Education's employees, students, and faculties.

Managers/Supervisors must effectively execute the following responsibilities to achieve the WVPP safety goals:

1. Familiarize yourself with Orange County Department of Education's WVPP, and ensure its effective implementation within your respective work areas, sites, or locations.
2. Support the Plan Administrator and provide feedback regarding the plan.
3. Provide relevant and appropriate training.
4. Participate in or investigate and review incidents of workplace violence.
5. Respond to employee inquiries and direct them to the Plan Administrator for matters concerning this plan.

Orange County Department of Education Employees

To be successful, this WVPP program requires cooperation in all violence prevention matters between managers/supervisors and employees and among employees themselves. All employees are responsible for using safe work practices, following all directives, policies, and procedures, and assisting in maintaining a safe work environment.

Orange County Department of Education employees must also effectively execute the following responsibilities to achieve the WVPP safety goals:

1. Adhering to the plan's guidelines by following all prevention rules and regulations.
2. Upholding a violence-free work environment.
3. Participating in all required training sessions.
4. Reporting any suspicious individuals in the vicinity and promptly notifying the appropriate authorities when necessary.
5. Contributing ideas or suggestions to improve the WVPP program.

Section VI

Compliance

The Department is committed to ensuring that all safety and health policies and procedures related to workplace violence prevention are effectively communicated and understood by all employees. The Plan Administrator holds accountability for communicating and ensuring understanding of the plan among all Orange County Department of Education staff.

To achieve compliance, the following measures are implemented:

1. Conduct training sessions on the WVPP for current employees.

2. Introduce the WVPP to all new employees during new employee safety orientations.
3. Provide comprehensive workplace violence prevention training sessions for Orange County Department of Education leadership to clarify their respective roles and responsibilities in plan.
4. Provide ongoing workplace violence prevention training for all employees.
5. Conduct regular evaluations of employees to assess their adherence to the plan.
6. Enforce disciplinary actions, including dismissal if necessary, against employees, appointed or elected officials, and volunteers found engaging in threatening behavior.
7. Ensure annual training sessions on the plan are conducted for all employees.

Section VII

Communications

Under the guidance of the Plan Administrator, or designee, Orange County Department of Education leadership is responsible for ensuring clear and understandable communication to all employees regarding workplace violence. The Department acknowledges that fostering a safe, healthy, and secure workplace requires transparent, two-way communication among all Orange County Department of Education employees on safety, health, and security matters. Employees are encouraged to promptly report any threats of violence or instances of workplace violence to Orange County Department of Education leadership.

Employees have the option to use the Workplace Violent Incident Report for reporting incidents, or they can directly call the Orange County Department of Education Human Resources Tip Line 714-966-4040. It is ensured that no employee will face discipline, retaliation, or reprisal for reporting or communicating about workplace violence or any injury(s) resulting from such incidents.

After an employee reports concerns about any threats of violence or workplace violence to their immediate supervisor or Orange County Department of Education leadership, the information or incident will be relayed to the Plan Administrator for investigation. The Plan Administrator holds responsibility for investigating and will communicate the findings to the employee. Any necessary corrective actions will be outlined as a part of the Department's commitment to complying with hazard correction measures outlined in the WVPP.

Orange County Department of Education leadership may also offer or refer affected employees to critical incident or professional counseling through the Department's confidential Employee Assistance Program (EAP). The EAP provides employees with free, easily accessible, and confidential resources for addressing personal concerns.

Employees who believe they may need support or counseling for any reason are encouraged to utilize the Department's confidential Employee Assistance Program (EAP) or contact the Human Resources Confidential Tip Line for assistance.

– EAP: Aetna Resources For Livingsm
Phone: 1-800-221-0945

Website: www.resourcesforliving.com
Username: orange county ca dept of ed
Password: EAP

– OCDE’s Human Resources Confidential Tip Line

Phone Number: 714-966-4040

Contact: Gina Lance, Senior Executive Director, Human Resources
Kristen Burk, Director, Human Resources

Section VIII

Training and Instruction

General Training for All Employees:

All employees, including managers and supervisors, shall have training and instruction on the Workplace Violence Prevention Plan (WVPP).

Employee training on the WVPP will encompass, but not be limited to, the following topics:

1. Familiarization with the WVPP.
2. Awareness of workplace violence risks.
3. Recognizing potential for violence and escalating behavior in others.
4. Understanding Orange County Department of Education’s alerts, alarms, systems, and/or other emergency procedures for warning of potential threats or emergencies.
5. Procedures for promptly reporting incidents of workplace violence to law enforcement authorities.
6. Awareness of Orange County Department of Education’s Human Resources Confidential Tip Line for reporting concerns and/or incidents related to workplace violence.

Additional Training for Designated Responders:

Employees designated to respond to alerts, alarms, systems, and/or other emergency procedures will undergo additional training covering the following areas:

1. General and personal safety measures to safeguard themselves and others during emergency situations.
2. Techniques and strategies for recognizing predictive factors of aggression and violence.
3. Understanding the assault cycle to effectively intervene and prevent escalation.
4. Characteristics and behaviors of aggressive and violent individuals to assess and respond to potential threats.
5. Verbal intervention and de-escalation techniques to manage confrontational situations and reduce the risk of violence.
6. Techniques and strategies for safely intervening and defusing violent behavior while minimizing physical harm.

7. Guidelines for the appropriate use of restraining techniques and medications, including chemical restraints, in accordance with relevant regulations, including Title 22.

8. Opportunities to practice maneuvers and techniques, including a debriefing session to review the plan, procedures, and trainings.

When Training is Provided:

Training will be provided under the following circumstances:

1. When the program is initially established.
2. During new employee orientation.
3. When an employee is potentially exposed to new workplace conditions or a previously unrecognized workplace violence hazard is identified.
4. When an employee is assigned new work tasks.
5. When new equipment or work practices are introduced.
6. When an employee's performance under the WVPP is deficient.

Methods of Providing Training:

1. During periodic employee training sessions.
2. Each training session will include comprehensive documentation, such as signed attendance rosters, agendas for items discussed, and meeting minutes.
3. Employees who receive training in a format other than live sessions will have the opportunity to engage with a knowledgeable individual regarding the plan for interactive question-and-answer sessions.

Section IX

Procedures

Responding to an Actual or Potential Workplace Violence Incident:

In the event of a physical conflict, emergency, or serious injury:

- Call 9-1-1 or law enforcement and report all threats or acts to your immediate supervisor, and Risk Management and/or Human Resources.
- Employees must immediately notify Risk Management and/or Human Resources of any actual or potential workplace violence incident, prioritizing safety for all parties involved.
- Employees are expected to follow the run, hide, and fight protocols as appropriate to the situation. Evacuation routes and sheltering locations will be communicated.
- If evacuation or sheltering is not feasible, employees are authorized to take all reasonable actions necessary to defend against or subdue an active shooter or assailant.
- Risk Management and/or Human Resources will promptly notify employees of workplace violence incidents via email, text, and/or phone communication channels, detailing the presence, location, and nature.

- Contact Human Resources at 714-966-4000 for assistance from designated staff responsible for responding to workplace violence emergencies. If no security personnel are present, employees must call 911 for law enforcement assistance.

Reporting Workplace Violence Concerns:

- Immediately report any situation or incident that generates a sense of fear for personal safety or the safety of others to local law enforcement.
- Orange County Department of Education mandates all employees to promptly report instances of workplace violence and threats thereof. Completion of a Violent Incident Report Form is required by the Department. This form can be filled out by either the affected employee or the individual receiving the report.
- Reports are taken seriously and will be investigated by the Plan Administrator and/or Human Resources.
- An initial verbal report shall be followed up with written documentation which shall include the following critical information:
 - o Names of the involved parties (i.e., perpetrator, victim, and witnesses)
 - o Exactly what occurred
 - o When the incident occurred
 - o Where the event took place
 - o If known, what happened
- Employees are encouraged to share concerns, suggestions, and/or information directly with their immediate supervisors or Orange County Department of Education leadership, or follow the procedures outlined in this section and the "Communications" section of this Plan. - Orange County Department of Education assures all employees that they will not face any form of discipline, retaliation, or reprisal for reporting concerns related to workplace violence, threats of violence, 12 and/or any injuries resulting from workplace violence to Orange County Department of Education or law enforcement. Depending on the nature of the incident and the information provided in any report, counseling or training may be provided regarding appropriate reporting circumstances.

Restraining Orders:

- Employees or other personnel associated with Orange County Department of Education with active restraining orders that include the workplace are encouraged to provide a copy of the restraining order to their immediate supervisor, the Plan Administrator, and/or Human Resources.
- If a supervisor receives notification of a restraining order pertaining to the workplace, they will promptly contact the Plan Administrator and/or Human Resources to determine any necessary actions.

Hazard Assessment:

- Annual review of the previous year's workplace violence incidents and periodic physical security assessments.
- Use the Workplace Violence Prevention Environmental Hazard Assessment & Control Checklist (Appendix B) to aid in the security assessment.

- Inspections are scheduled:
 - o Upon WVPP implementation
 - o Annually
 - o When new or previously unidentified workplace violence/security hazards are identified.
 - o When workplace violence injuries or threats of injury occur, prompting an assessment to address any underlying hazards.

Hazard Correction:

- Utilize work practice controls to address unsafe work conditions, practices, or procedures that pose threats to employee security.
- Work practice controls include procedures, rules, and staffing to effectively reduce workplace violence hazards.
- Examples of work practice controls include, but are not limited to:
 - o Appropriate staffing levels
 - o Providing dedicated Safety and Risk Management personnel
 - o Conducting regular workplace violence prevention training
 - o Prompt implementation of corrective actions tailored to the severity of the hazard that will be dated, documented, and monitored for risk reduction effectiveness.

Section X

Record Keeping

The Risk Management Department will ensure the retention of all Workplace Violence Prevention Plan (WVPP) related records for a minimum of five years at the Orange County Department of Education (OCDE). This retention period aligns with the recordkeeping requirements of SB 553 and ensures compliance and accessibility for reference and review purposes.

The following documents will be included in the recordkeeping:

- **Records of Workplace Violence Hazard Identification, Evaluation, and Correction:** These records will be retained for a period of five years. They document the identification, assessment, and corrective actions taken to mitigate workplace violence hazards across Orange County Department of Education facilities.
- **Training Records:** Each employee's training records, which include their name, training dates, type of training received, and the training provider, will be maintained for a minimum of one year. These records ensure that employees receive appropriate training on workplace violence prevention and response protocols.
- **Records of Violent Incidents (Workplace Violent Incident Log):** Incidents of workplace violence documented in the Workplace Violent Incident Log will be retained as part of the WVPP records. This log provides a comprehensive record of reported incidents, investigations conducted, and actions taken in response. (Appendix A)

Section XI

Annual Review

OCDE's Workplace Violence Prevention Plan (WVPP) will undergo an annual review to ensure its ongoing effectiveness and responsiveness to evolving workplace conditions.

The review process includes evaluation based on the following criteria:

- 1. Alert Systems and Emergency Procedures:** Evaluating the effectiveness of OCDE's alert systems, alarms, and emergency procedures in alerting employees to potential threats or emergencies.
- 2. Task and Procedure Modifications:** Considering changes in tasks or procedures that may impact the implementation of the WVPP.
- 3. Newly Identified Hazards or Threats:** Addressing newly identified hazards or threats in the workplace through updated prevention measures.
- 4. Analysis of Prior Year Incident Reports:** Analyzing reports of workplace violence incidents from the previous year to identify trends and areas for improvement.
- 5. Plan Deficiencies:** Identifying and rectifying any deficiencies or gaps in the current WVPP to strengthen its effectiveness.
- 6. Employee and Employee Association Feedback:** Incorporating feedback to enhance the WVPP's relevance and comprehensiveness.

Section XII

Review and Revision Dates Review Date:

Initial Draft Review Completed June 2024

Revision Date: September 2024

Appendix 1

Plan Development Process and Related Review

The Workplace Violence Prevention Plan (WVPP) establishes essential policies and procedures aimed at preventing violence in the OCDE workplace. This document is designed to evolve continually, addressing new challenges and insights as they arise.

Development Timeline

Starting in February 2024, the Risk Management and Human Resources teams began a structured process to understand workplace risks and employee needs through:

- **Site Assessments:** Conducted on-site assessments, evaluating vulnerabilities and risks of workplace violence across all sites.
- **Feedback Collection:** Gathered staff input on their experiences with workplace violence to promote open communication.
- **Risk Assessments:** Analyzed threats using insights from site assessments, historical data, and current conditions.

Next Steps

- **Compile findings:** Consolidate findings and recommendations.
- **Ongoing engagement:** Review insights and suggestions.
- **Training Initiatives:** Implement training sessions to inform employees about the WVPP and response procedures.

Continuous Improvement

The WVPP will undergo regular reviews to ensure compliance. Updates will incorporate new information, emerging trends, and best practices in workplace safety and violence prevention, ensuring the plan remains effective and relevant.

PROCEDURE TO NOTIFY TEACHERS OF DANGEROUS PUPILS

California Ed Code requires that teachers be notified when one of their students has engaged in behavior that has resulted in suspension or expulsion. In the event of a suspension, the Notice of Suspension is copied to the teacher and to the student's cumulative file. Each year, teachers review the cumulative file of their incoming students, thus assuring that they will be aware of suspensions within the last three years. Additionally, the Superintendent/Principal reviews all incoming cumulative files. Teachers are alerted if any incoming student has a past record of suspension or expulsion.

MARRIED/PREGNANT/PARENTING STUDENTS POLICY

The Orange County Department of Education recognizes that students who marry early, become pregnant, or become parents may face increased barriers to completing their education. This plan ensures that Orange County Department of Education provides equitable support, resources, and accommodations to help early-married, pregnant, and parenting students stay enrolled, succeed academically, and graduate.

The goals of this plan include:

- Preventing dropout risks associated with early marriage, pregnancy, or parenting.
- Providing academic flexibility, counseling, and child care support.
- Ensuring compliance with California Education Code regarding pregnant and parenting student rights.

Identifying At-Promise Students & Providing Support

Orange County Department of Education will proactively identify students at risk of educational disruption due to:

- Early marriage (under 18).
- Pregnancy (confirmed or suspected).
- Parenting responsibilities (newborn, infant, or toddler care).

Once identified, students will be offered voluntary support services including:

1. Confidential Counseling & Academic Advising
2. Access to Parenting & Life Skills Programs
3. Flexible Learning & School Attendance Options
4. On-Campus or Community-Based Child Care Services

Academic Flexibility & Alternative Education Options

Alternative Learning Pathways

Orange County Department of Education will provide multiple educational options for students balancing parenting or marriage responsibilities:

Program	Description
Independent Study & Online Learning	Flexible coursework for students managing child care or health needs.
Alternative Schools	Smaller, supportive campuses for students needing individualized attention.

ACCESS Comprehensive School Safety Plan

GED & Adult Education
Pathways

For students who need an alternative graduation route.

Attendance & Leave Accommodations

- Pregnant & parenting students will be excused from school for prenatal/postnatal medical appointments.
- "Excused absences" will be granted for child care emergencies or doctor visits.
- Schools will offer extended leave options without academic penalties.

On-Campus & Community-Based Child Care Support

A. School-Based Child Care Services

Orange County Department of Education will partner with California School-Age Families Education (Cal-SAFE) to provide:

- Referrals to community-based daycare programs for students without access to school-based care.
- Financial assistance & child care grants for low-income student parents.

B. Parenting & Life Skills Education

Orange County Department of Education will offer prenatal, parenting, and financial literacy workshops, covering:

- Child development & infant care.
- Time management & school-parenting balance.
- Financial planning for young families.

Mental Health & Social Support Services

School-Based Mental Health Counseling

Students will have access to:

- Licensed school counselors & social workers for emotional support.
- Teen parenting peer support groups.
- Postpartum depression & mental health screenings.

Family & Community Outreach Programs

- Parent & guardian engagement sessions to educate families on supporting student parents.
- Housing & financial aid resources for students needing economic support.

Preventing Dropout & Promoting Graduation

Graduation Support Services

Intervention	Strategy
Credit Recovery Programs	Allow students to make up lost credits.
Tutoring & Academic Mentorship	Provide one-on-one academic coaching.
College & Career Readiness	Support post-secondary planning for student parents.

Monitoring & Follow-Up

- Dedicated Student Support Coordinators will track student progress.
- Quarterly check-ins with pregnant & parenting students.
- Early warning systems to identify students at risk of dropping out.

Policy Compliance & Legal Protections

Orange County Department of Education will ensure full compliance with:

- Title IX protections for pregnant & parenting students.
- California Education Code (AB BP 5146) guaranteeing equal access to education.
- Confidentiality laws protecting student privacy.

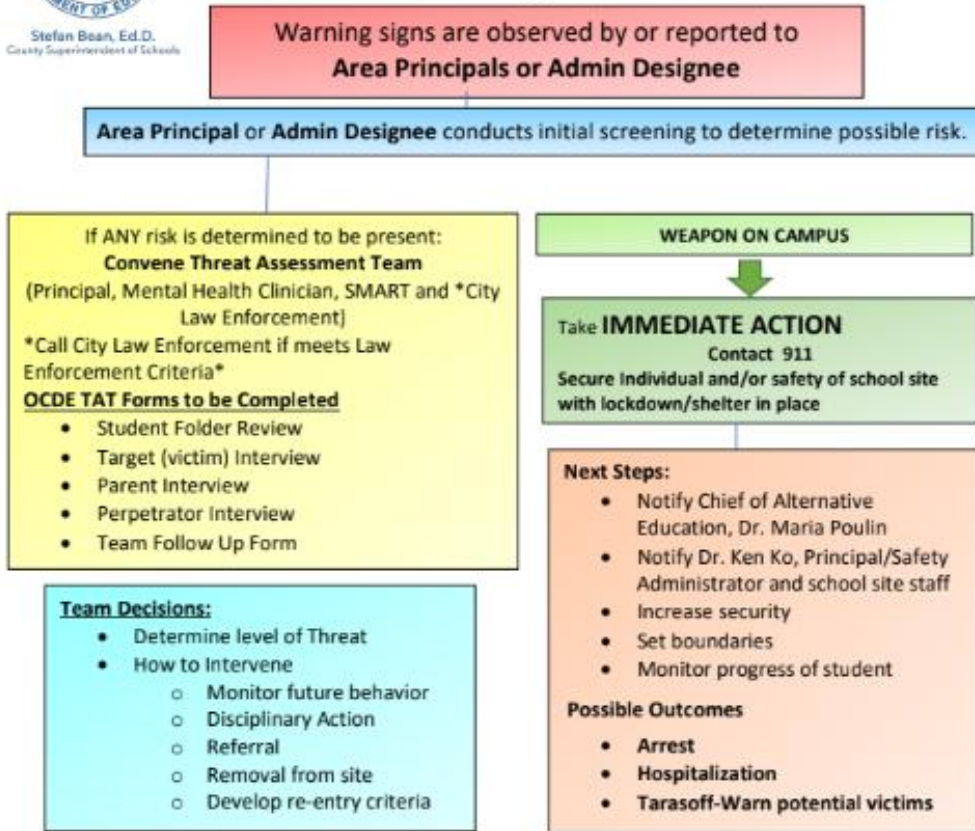
This Early Marriage, Pregnancy, & Parenting Student Support Plan ensures Orange County Department of Education remains committed to educational equity. Through academic flexibility, mental health support, child care resources, and graduation pathways, Orange County Department of Education will help students succeed despite challenges related to marriage, pregnancy, or parenting.

THREAT ASSESSMENT POLICY



Orange County Department of Education
ACCESS

Threat Management Flowchart



Threat Assessment Team Contact Information

Dr. Ken Ko Site: 714-245-6414 Cell 714-659-1757
 Dr. Maria Poulin Site: 714-245-6721 Ext. 6721 Cell 714-649-5344

Area Principals	Extension	Cell
Ken Ko	6414	714-659-1757
Chris Alfieri	6599	714-227-8789
Gilbert Sanchez	6505	562-322-7991
Erik Bagger	6415	714-865-3786
Aja Couso	6301	657-623-6062
Fatinah Judeh	3392	714-349-3073
Dinah Ismail	6785	714-796-8780
Dave Connor	2091	714-796-9795

Police Departments:

Anaheim PD	714-765-4311
Fountain Valley PD	714-593-4485
Garden Grove PD	714-593-4485
Orange PD	714-744-7444
Santa Ana PD	714-647-5400

OC Sheriffs Department 949-770-6011

DISCRIMINATION and HARASSMENT POLICY

Orange County Department of Education is committed to providing equal opportunity for all individuals in its programs and activities, which shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, political affiliations, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of services. Orange County Department of Education assures that lack of English language skills shall not be a barrier to admission or participation in its programs. When 15 percent or more of a school's students speak a single primary language other than English, all notices, reports, statements, or records sent to parents by the school shall be translated into that other language; parents may respond in English or the primary language.

Orange County Department of Education programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. Orange County Department of Education shall provide appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to Orange County Department of Education and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

All allegations of unlawful conduct shall be investigated and resolved through the Uniform Complaint Procedures. (34 CFR 104.8; EC 200 et seq.)

Safe Place to Learn Act

Orange County Department of Education prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender expression, gender identity, or genetic information; or association with a person or group with one or more of these actual or perceived characteristics. Refer to *Attachment 10: Nondiscrimination/Harassment of the Parent-Student Rights & Responsibilities Handbook*. For the adopted policy required by the Safe Place to Learn Act.

ATTACHMENT 10: NONDISCRIMINATION/HARASSMENT

The Orange County Department of Education (OCDE) is committed to providing a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in OCDE's academic, extracurricular, and other educational support programs, services, and activities. As such, OCDE prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts constituting discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within ACCESS, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

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

The County Superintendent or designee shall facilitate students' access to the educational program by publicizing OCDE's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the County Superintendent or designee shall post the OCDE's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the OCDE website in a manner that is easily accessible to parents/guardians and students, in accordance with law.

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

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

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with SPP 500-5 – Uniform Complaint Procedures. The County Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable ACCESS to monitor, address, and prevent repetitive prohibited behavior in its programs.

For a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying, please visit the following CDE webpage: <https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>.

Sexual Harassment

The Orange County Department of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. Sexual harassment targeted at any student by anyone at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment is also prohibited. Any student who engages in sexual harassment or sexual violence will be subject to disciplinary action. Any employee found to have engaged in sexual harassment or sexual violence toward any student will be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement. (5 CCR 4917; EC 231.5, 48900.2, 48980)

The individual responsible to coordinate compliance with Title IX, as well as to oversee, investigate, and/or resolve sexual harassment complaints is:

Gina Lance, Senior Executive Director, Human Resources
200 Kalmus Drive, Costa Mesa, CA 92626
(714) 966-4333 or glance@ocde.us

This policy and portions of the accompanying procedures are provided in *Attachment 15: Sexual Harassment Policy of the Parent-Student Rights & Responsibilities Handbook*.

ATTACHMENT 15: SEXUAL HARASSMENT POLICY

The Orange County Department of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Orange County Department of Education prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Orange County Department of Education also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The Orange County Department of Education strongly encourages students who feel that they are or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult or who have experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact a teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or Orange County Department of Education compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying procedure.

The Superintendent or designee shall take appropriate actions to reinforce the Orange County Department of Education's sexual harassment policy.

Title IX Coordinator

The Orange County Department of Education designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under Uniform Complaint Procedures. The Title IX Coordinator may be contacted at:

Gina Lance
Senior Executive Director, Human Resources
200 Kalmus Drive, Costa Mesa, CA 92626
(714) 966-4333
glance@ocde.us

Instruction/Information

The Superintendent or designee shall ensure that all Orange County Department of Education students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the Orange County Department of Education's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the Orange County Department of Education's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the Orange County Department of Education investigation of a sexual harassment complaint continues

ANTI-BULLYING POLICY

The Orange County Department of Education recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. Accordingly, bullying is prohibited at any location, whether on or off campus, that affects students or school activity under the jurisdiction of Orange County Department of Education. Any student who engages in bullying may be subject to disciplinary action. Any employee who permits or engages in bullying or retaliation related to bullying will be subject to disciplinary action, up to and including dismissal. (EC 234.1, 234.4)

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

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Strategies for addressing bullying in Orange County Department of Education schools may be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable Orange County Department of Education and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Social Media and Cyberbullying Threats

In accordance with AB 2481 and Sb1504, this plan establishes protocols for identifying, reporting, and responding to social media threats, including:

- Cyberbullying & online harassment
- Threats of violence against students or staff
- Drug sales & distribution on social media platforms
- Hate speech, discrimination, or doxxing

This plan ensures compliance with AB 2481 and SB 1504, requiring schools to proactively monitor and address social media-related safety concerns while protecting student well-being.

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Defining Social Media Threats

Social media threats include any online activity that poses a risk to student safety, mental health, or school security, such as:

1. Cyberbullying & Harassment
 - Online threats, intimidation, or repeated harassment of students or staff.
 - Spreading false, harmful, or defamatory content.
 - Non-consensual sharing of private images or messages.
2. School Violence & Safety Threats
 - Posts suggesting planned violence, shootings, or bomb threats.
 - Direct threats toward students, staff, or school property.
 - Weapons, assault planning, or hate speech against individuals/groups.
3. Illegal Drug Sales & Distribution
 - Promotion or sale of fentanyl, counterfeit pills, or other narcotics.
 - Online drug transactions targeting students.
 - Organized drug-related activity linked to school campuses.
4. Discrimination, Hate Speech & Doxxing
 - Racial, ethnic, gender-based, or religious hate speech.
 - Sharing private student/staff information (doxxing).
 - Extremist group recruitment or incitement of violence.

Social Media Threat Reporting Process

Student & Staff Reporting Protocols

Orange County Department of Education schools will implement anonymous and direct-reporting methods for students, staff, and parents to flag social media threats:

Reporting Method	Description
Anonymous Reporting App (e.g., STOPit, Say Something App)	Allows students to anonymously report online threats.
School Safety Hotline	24/7 confidential phone line for reporting concerns.
Email & Web Form	Online submission system for threats, monitored by school administrators.
Teacher/Admin Direct Reporting	Staff may report threats directly to school leadership.

Reports will be reviewed within 24 hours, and immediate threats will be prioritized for same-day response.

Investigation & Response Procedures

When a social media threat is reported, the following steps will be taken:

1. Threat Assessment & Verification
 - The School Safety & Cyber Threat Response Team (SCTR) reviews and validates the report.
 - Digital safety monitoring tools (e.g., Gaggle) may be used to analyze flagged content.
2. Immediate Risk Evaluation
 - Low-Risk: Cyberbullying, minor harassment → Handled by school counselors, parental intervention.
 - Moderate-Risk: Repeated threats, drug-related activity → Escalated to administrators, potential law enforcement referral.
 - High-Risk: Threats of violence, organized drug distribution → Immediate intervention by OCDE & local law enforcement.
3. Intervention & Disciplinary Action
 - Counseling & behavioral interventions for involved students.
 - Suspensions/Expulsions in cases of severe threats or repeated offenses.
 - Parental meetings & legal consequences based on severity.
4. Law Enforcement & First Responder Coordination
 - Law enforcement is only involved when criminal activity or immediate danger is confirmed.
 - School administrators will coordinate with the Orange County Sheriff's Office & Cyber Crimes Unit when needed.

Digital Monitoring & Social Media Awareness

Implementing Digital Safety Software

Orange County Department of Education will adopt AI-powered social media monitoring tools to identify potential threats before they escalate. Recommended platforms include:

Digital Safety Tool	Function
Gaggle	AI alerts for online threats, cyberbullying, self-harm indicators.
Lightspeed Alert	Real-time detection of harmful content in student communications.
GoGuardian	Monitoring of school-issued devices & flagged searches.

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These tools will be integrated with school IT networks to detect keywords related to violence, drug sales, or self-harm.

Social Media Safety Education for Students

By 2025-2026, Orange County Department of Education will integrate social media safety lessons into the health & digital citizenship curriculum:

- Middle School (Grades 6-8): Understanding cyberbullying, recognizing online dangers.
- High School (Grades 9-12): Dangers of social media drug transactions, digital reputation awareness, online crime prevention.

Parent & Staff Awareness Campaigns

- Quarterly Parent Webinars on monitoring children's social media use.
- Teacher & Staff Cyber Threat Training every school year.
- Social Media Awareness Days featuring guest speakers (law enforcement, cybersecurity experts).

Emergency Protocols for Immediate Threats

If a social media threat involves violence, immediate harm, or criminal activity, Orange County Department of Education schools will:

1. Activate Crisis Response
 - Secure school premises if a threat of physical violence is confirmed.
 - Contact local law enforcement & emergency responders.
 - Notify parents and implement emergency communication protocols.
2. Notify Orange County Department of Education Administration & Law Enforcement
 - Any credible threats to student safety must be reported within one hour to Orange County Department of Education's District Safety Office and law enforcement.
3. Follow-Up Actions & Post-Incident Support
 - Conduct student support interventions (counseling, mediation).
 - Implement disciplinary actions if necessary.
 - Provide staff debriefing & parent communication.

Compliance & Continuous Review

- Annual policy review by Orange County Department of Education's Cyber Threat Response Team.
- Incident reporting audits to track social media-related incidents.
- Feedback surveys from students, staff, and parents to improve prevention strategies.

This Social Media Threat Response Plan ensures Orange County Department of Education schools proactively address digital threats while protecting student safety, mental health, and privacy. By implementing real-time monitoring tools, structured reporting processes,

and cyber education initiatives, Orange County Department of Education is committed to preventing online violence, cyberbullying, and drug-related crimes.

Bullying Prevention

To the extent possible, Orange County Department of Education schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of Orange County Department of Education and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

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

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report

his/her observation to the principal or an Orange County Department of Education compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the Orange County Department of Education compliance officer identified in Uniform Complaint Procedures.

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

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

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the Orange County Department of Education's uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

OCDE prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with Orange County Department of Education policies and procedures. Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

ANTI-HAZING POLICY

Orange County Department of Education recognizes the importance of preventing, addressing, and eliminating hazing in all schools under the Orange County Department of Education. Clear anti-hazing policies, education programs, and disciplinary actions to ensure student safety, align with AB 2193, and comply with the California Department of Education (CDE) Anti-Hazing Policy. Under **California Penal Code § 245.6** and **AB 2193**, hazing is defined as:

"Any initiation or pre-initiation activity that causes or is likely to cause bodily danger, physical harm, mental or emotional distress, humiliation, or degradation to any student, regardless of consent."

Hazing may include, but is not limited to:

- Physical abuse (beatings, forced exercise, branding, excessive exposure to weather conditions).
- Psychological harm (humiliation, verbal abuse, threats, sleep deprivation).
- Substance-related hazing (forced consumption of alcohol, drugs, or other substances).
- Coerced participation in illegal activities (theft, vandalism).
- Exclusionary hazing (forcing students to endure isolation or bullying).

Orange County Department of Education strictly prohibits hazing of any kind in all school-sponsored activities, including:

- Athletics & sports teams
- Student clubs & organizations
- Performing arts & academic societies
- Any other school-affiliated group or off-campus event

Policy Guidelines

- Zero Tolerance: Any form of hazing is strictly prohibited.
- No Consent Defense: A student's willingness to participate does not excuse hazing.
- Mandatory Reporting: Staff, students, and volunteers must report any suspected hazing immediately.
- Protection Against Retaliation: No student or staff member will face retaliation for reporting hazing.

Hazing Prevention Education & Training

A. Training Schedule for Students & Staff

Group	Training Frequency	Training Format
Students (Grades 6-12)	Annually	In-Class & Online Modules
School Staff	Annually (Before School Year)	Online Training
New Students & Staff	Within 30 Days of Enrollment	Online & Handbook Review

B. Training Content

1. What Constitutes Hazing?
 - Understanding hazing behaviors and their physical & psychological risks.
 - Real-life examples of hazing incidents and consequences.
2. Hazing Prevention Strategies
 - Promoting inclusive team-building without hazing.
 - Encouraging bystander intervention and speaking out.
3. How to Report Hazing
 - Anonymous reporting options (hotline, email, school counselor).
 - The role of staff, coaches, and advisors in hazing prevention.
4. Consequences & Legal Ramifications
 - California criminal penalties for hazing.
 - School-imposed disciplinary actions.

Reporting Hazing

A. How to Report

Students, staff, or parents may report hazing through:

- School Principal
- Teachers or any school staff member

B. Mandatory Staff Reporting

All school employees, coaches, and volunteers are mandated reporters of hazing incidents and must notify school administrators immediately.

C. Investigative Procedures

1. Immediate Response
 - All reports will be taken seriously and confidentially.
 - School administrators will assess immediate threats to student safety.
2. Formal Investigation
 - School administrators will oversee investigations.

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- Interviews with witnesses, victims, and accused students will be conducted.
 - Video footage & digital evidence will be reviewed if available.
3. Resolution & Consequences
- If hazing is confirmed, disciplinary action will be enforced.
 - Students and families will be notified of investigation outcomes.

Consequences for Hazing

A. Student Disciplinary Actions

Corrective actions for a student who commits an act of hazing of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with Orange County Department of Education policies and procedures. Any employee who permits or engages in hazing or retaliation related to hazing shall be subject to disciplinary action, up to and including dismissal. Under **California Penal Code § 245.6**, individuals convicted of hazing may face: misdemeanor charges (Up to one year in county jail) or felony charges (If hazing results in serious injury or death, penalties include prison time).

Policy Review & Compliance Monitoring

- Annual Review of Anti-Hazing Policies to incorporate updated state laws & best practices.
- School-Wide Surveys to assess student experiences with peer pressure & initiation activities.
- Incident Review Panels to analyze reported cases and improve enforcement measures.

Orange County Department of Education recognizes schools need to be a safe, inclusive, and respectful environment, free from harassment, abuse, and coercion. By enforcing strict anti-hazing policies, educating students & staff, and establishing clear disciplinary consequences, Orange County Department of Education is committed to eliminating hazing and fostering student well-being.

HATE-MOTIVATED BEHAVIOR POLICY

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

The Superintendent or designee may collaborate with regional programs and community organizations to promote safe environments for youth. These efforts may focus on providing an efficient use of resources. The Orange County Department of Education may provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. The Superintendent or designee shall ensure that designated staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal/designee. Upon receiving such a complaint, the Coordinator/Principal/designee shall immediately investigate the complaint in accordance with the Uniform Complaint Procedures. A student who has been found to have demonstrated hate-motivated behavior may be subject to discipline in accordance with law, Orange County Department of Education policy, and procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal or designee, and/or law enforcement, as appropriate. As necessary, the Orange County Department of Education shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

SCHOOL SAFETY TECHNOLOGY & WEB-BASED PROGRAMS

In compliance with AB 960, the Orange County Department of Education is working to implement digital safety platforms to enhance real-time emergency response and school security. This plan outlines the adoption and integration of emergency notification apps, digital mapping technology, and real-time first responder alert systems across Orange County Department of Education schools. The primary objectives of this plan include:

- Enhancing real-time communication during emergencies.
- Improving situational awareness through digital maps and tracking tools.
- Increasing response time for law enforcement and first responders.
- Providing a multi-layered safety approach that integrates with local emergency services.

Emergency Notification & Monitoring Systems

Orange County Department of Education will evaluate and implement real-time emergency apps that enable instant alerts, student monitoring, and staff coordination.

Emergency App/Platform	Functionality
Gaggle	AI-powered student monitoring for threats, self-harm detection, and cyberbullying alerts on Google apps.
Intrado	Panic button alerts, two-way communication, and direct first responder notifications.
Verkada	Visitor management, emergency drills, and incident response tracking.

Digital Mapping & Campus Security Enhancements

Orange County Department of Education will research multi-layered digital maps for all schools, including:

- 3D-rendered school maps for first responders.
- Real-time tracking of students and staff during emergencies.
- Geofencing technology for securing campus perimeters.
- Integration with law enforcement databases for rapid crisis response.

First Responder Alert Integration

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All emergency apps will be directly linked to:

- Local 911 Dispatch Centers
- Orange County Sheriff's Department (OCSD) & City Police Departments
- Orange County Fire Authority (OCFA)
- OC Emergency Operations Center (EOC)

When an emergency is triggered, instant alerts will notify both school administrators and first responders for a coordinated emergency response.

Implementation Plan & Timeline

Orange County Department of Education will implement digital safety platforms in phases, ensuring proper training and integration.

Phase 1: Assessment & Selection (2024-2025)

- Conduct security assessments for all Orange County Department of Education schools.
- Pilot emergency notification apps at select schools.
- Develop multi-layered digital maps for school campuses.

Phase 2: Training & Implementation (2025-2026)

- Staff & Student Training on emergency apps and response protocols.
- Integration with first responder agencies for real-time communication.
- Install geofencing and digital mapping tools across all schools.

Phase 3: Full Deployment & Monitoring (2026-2027)

- District-wide adoption of emergency software.
- Routine emergency drills using digital safety tools.
- Annual review & updates to security systems.

Training & Testing Procedures

Orange County Department of Education will provide mandatory training to ensure all personnel are familiar with emergency software and protocols.

Group	Training Frequency	Training Format
Teachers & Staff	Annually	Hands-on workshops & online modules

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Students	Annually	Digital safety awareness sessions
Administrators	Quarterly	Advanced emergency response training
First Responders	Bi-Annual Coordination Drills	Joint school safety exercises

Continuous Evaluation & Policy Updates

- Annual security audits to evaluate effectiveness of digital safety platforms.
- Incident response reviews after major emergencies or drills.
- Feedback collection from staff, students, and first responders for continuous improvement.

By adopting real-time emergency notification apps, digital mapping, and first responder alert systems, Orange County Department of Education enhances its ability to protect students, staff, and school communities in crisis situations. This plan aligns with AB 960 and strengthens Orange County Department of Education schools' preparedness against emergencies, threats, and disasters.

WEAPONS and DANGEROUS INSTRUMENTS

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

Possession of Weapons

The Orange County Department of Education prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and procedure, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Orange County Department of Education to protect the safety of students, staff, and others on Orange County Department of Education property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds. Unless he/she has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm may be subject to suspension and/or expulsion in accordance with law, Orange County Department of Education policy, and procedures. The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon.

Weapons you cannot have on school grounds include: Pellet guns

- Folding knives with a lockable blade
- BB guns
- Tasers
- Razors with an unguarded blade
- Daggers
- Stun guns
- Dirks
- Knives with blades 2.5 inches or longer

Individuals who carry prohibited weapons onto school grounds can be charged and convicted of a crime, even if they are unaware they committed the crime. You do not have to intend to use the weapon to be charged with a crime. Therefore, carrying a prohibited weapon for protection could result in a criminal charge and penalty. Carrying weapons on school grounds in California is a wobbler offense. Therefore, you can be charged with a misdemeanor or a felony. Depending on the charge and the circumstances of your case, you could serve a year in county jail or up to three years in state prison. If there are aggravating circumstances, your jail or prison sentence may be extended.

Possession of Pepper Spray

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

Reporting of Dangerous Objects

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

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

What to do with confiscated items

Schools should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. Some schools write a note in the pupil planner to inform the pupil's parent that an item has been confiscated, and the note is countersigned on return.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value, schools should ensure appropriate storage arrangements (e.g. in a safe, the finance office, or the head teacher's office).

For some items school staff should seek specialist advice, e.g. suspected illegal drugs or items that might be used as weapons. Schools should develop protocols in partnership with police, youth offending teams and other specialist agencies to cover such issues — and to ensure that schools have access to specialist support and advice if an incident occurs

COVID-19 INFORMATION AND PROTOCOLS

Our school setting will look much different than previous years due to our continued efforts regarding COVID-19 health and safety measures. Our plan to keep schools open is based on current guidance from public health officials and state agencies and will be updated as the situation evolves.

On-site processes have changed which include, but are not limited to, the following:

- Air Purifiers
- Hand sanitizing stations
- Cleaning/sanitizing the campus

For the most up-to-date information concerning our COVID-19 protocols, feel free to visit the following OCDE resource webpages:

- [OCDE ACCESS School Safety & Planning Guide](#)
- [OCDE COVID-19 Parent and Student Training](#)

Student Symptom Tree Protocol

Students who have been exposed to a confirmed positive COVID-19 case or are showing COVID-19 symptoms will follow the guidance of the OC Health Care Agency as listed in the [Student Symptom Decision Tree](#). The guidance determines protocols based on the following factors:

- Exposure time
- Vaccination status
- Recently confirmed COVID-19 case
- Masking
- Symptoms

COVID-19 Contact Tracing

Human Resources and the COVID-19 Safety Team will supervise and coordinate any additional efforts regarding any necessary contact tracing and related conversations when a staff member or student has reported COVID-19 related exposure, symptoms, or illness.

Using the CDPH guidance and in collaboration with OCHCA staff, a designated COVID-19 Safety Team Member will serve as the primary contact for students when situations arise with a possible COVID-19 exposure or illness.

The Manager of Safety and Preparedness Programs will be the designated OCDE contact for the Orange County Healthcare Agency.

NALOXONE PROTOCOLS FOR REVERSAL OF OPIOID OVERDOSE



Orange County Department of Education ACCESS Division

Naloxone Emergency Administration and Follow-up Procedures

Emergency Administration

The school nurse and trained volunteers are authorized to administer naloxone as emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Employees who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable.

Emergency Follow-Up Procedures

Upon the administration of naloxone, 911 must be called immediately so the person may receive treatment and observation.

Call for help - Dial 911 immediately after first dose of naloxone nasal spray is used:

- Report to dispatcher the person's symptoms and if Naloxone has been administered
- Give a specific address and/or description of your location
- Follow dispatcher's instructions
- Contact the school nurse and site principal/administrator if not present at the site

Monitor the individual and Assess breathing:

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving naloxone nasal spray
- Watch the person closely until emergency medical responders arrive
- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of naloxone nasal spray administration, another dose may be given
- Assess breathing and perform rescue breathing if spontaneous breathing does not recur
- Assess pulse and perform cardiopulmonary resuscitation (CPR) if needed
- Stay with the person until emergency medical responders arrive
- If additional staff are present, have additional staff escort emergency responders upon arrival
- Defer to emergency medical responders for further treatment and transportation to nearest medical facility
- Contact parent/guardian
- Follow school administrator procedures regarding the seizing of drugs/pills/medication found on the victim

Follow-up Documentation:

- Complete a report of naloxone administration
- Reports should include at a minimum the date/time used, the person who used it, and the person who was treated.
- Provide the report to the school nurse and Safe and Healthy Schools Manager for follow-up and restocking
- The Safe and Healthy Schools Manager will maintain documentation of all cases of naloxone use by OCDE employees.

Orange County Department of Education is committed to notifying & informing parents about the dangers of synthetic drugs, including fentanyl-laced counterfeit pills (AB 2690). Orange County Department of Education aims to ensure students, parents, and educators are aware of the lethal risks of synthetic opioids and empowered to make informed decisions about drug prevention and intervention.

Parental Communication Strategy

Orange County Department of Education will implement annual notifications and ongoing outreach to ensure parents receive timely and accurate information on synthetic drug risks.

- Annual Parent Notification
 - Every school year, Orange County Department of Education will send a letter, email, or digital notice to parents/guardians detailing:
 - The dangers of fentanyl and synthetic drugs.
 - The prevalence of fentanyl-laced counterfeit pills (e.g., fake oxycodone, Adderall, and Xanax).
 - Signs of opioid overdose and Narcan (naloxone) usage.
 - Local drug prevention resources and hotlines.
 - Available in multiple languages (English, Spanish, Vietnamese, Mandarin).
- Parent Awareness Meetings & Webinars
 - Quarterly school-based forums featuring:
 - Medical professionals & law enforcement educating parents on current drug trends.
 - Testimonies from families affected by fentanyl-related tragedies.
 - Information on where to access Narcan (naloxone) for overdose reversal.
 - Online Webinars accessible on OCDE’s website and social media.
- Printed & Digital Resources for Parents
 - Fact sheets, infographics, and pamphlets distributed at:
 - Back-to-school nights & parent-teacher conferences.
 - School offices, libraries, and resource centers.

Fentanyl Education for Students (AB 2429)

Orange County Department of Education will work on integrating fentanyl education into student health courses by the 2026-2027 school year (AB 2429).

A. Integration into Student Health Curriculum

By the 2026-2027 school year, Orange County Department of Education will incorporate fentanyl education into the mandatory health curriculum for grades 7-12.

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B. Curriculum Components

Topic	Grade Level	Teaching Methods
Dangers of Fentanyl & Synthetic Drugs	7th-12th	Classroom lessons, videos
Recognizing Counterfeit Pills	7th-12th	Hands-on activities, real-life case studies
Overdose Prevention & Naloxone Training	9th-12th	School instruction/demonstrations
Peer Pressure & Social Media Drug Risks	7th-12th	Interactive discussions & role-playing
Legal Consequences & Community Impact	9th-12th	Guest speakers (law enforcement, health professionals)

C. Instructional Methods

- Classroom Lessons (Developed in partnership with CDE & local health agencies).
- Interactive Digital Modules on opioid misuse & fentanyl dangers.

Coordination with Local & State Agencies

Orange County Department of Education will collaborate with:

- Orange County Health Care Agency (OCHCA) for fentanyl overdose prevention resources.
- California Department of Public Health (CDPH) for up-to-date drug awareness materials.
- Local law enforcement (Orange County Sheriff's Office, OCDA) for school safety presentations.
- Substance abuse treatment centers & mental health professionals for student intervention programs.

Emergency Response & Intervention

Schools will be equipped with Narcan (naloxone) kits in designated areas. School nurses, administrators, and support staff will be trained in Narcan administration. If needed,

student support and counseling services will be provided. It will be confidential counseling and intervention programs for at-risk students. Referrals to substance abuse treatment programs if requested.

Policy Review & Compliance

Orange County Department of Education will conduct an annual review of parent notification policies to ensure compliance with AB 2690. Regular evaluation of fentanyl education curriculum to align with AB 2429. Data collection on student knowledge & drug prevention effectiveness through surveys. Orange County Department of Education will provide a comprehensive education and awareness program for parents, students, and staff. By implementing preventative education, community partnerships, and emergency preparedness, Orange County Department of Education is dedicated to reducing fentanyl-related tragedies and creating a safer school environment.

PERSONAL or MENTAL HEALTH COUNSELING

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602

A counselor shall consult with the Superintendent or designee and, as appropriate, with the Orange County Department of Education's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Orange County Department of Education recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

In addition, the Superintendent or designee shall identify crisis counseling resources to train Orange County Department of Education staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs. Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

This plan establishes crisis intervention protocols for students experiencing mental health crises, including suicidal ideation or self-harm. In alignment with SB 1318, Orange County Department of Education ensures that mental health professionals, not law enforcement, take the lead in crisis response whenever possible. This plan defines staff roles, intervention procedures, and student support resources while limiting law enforcement involvement to high-risk cases where immediate physical safety is at risk.

A pupil in crisis is a student who is:

- Expressing suicidal thoughts or intent.
- Engaging in self-harm or at risk of injury.
- Exhibiting extreme emotional distress impacting their safety.
- Experiencing severe panic attacks or trauma-related reactions.

Crisis Response Team & Staff Roles

Each Orange County Department of Education school will establish a Crisis Response Team (CRT) to handle student crises without unnecessary law enforcement involvement.

Crisis Response Team (CRT) Members

Role	Responsibilities
School-Based Mental Health Professional (Lead)	Licensed counselor, school psychologist, or social worker; primary crisis responder.
School Administrator	Assists in crisis management and notifies parents/guardians.
Trained School Staff (Teachers/Nurses)	Provides on-the-spot student support until CRT arrives.
Crisis Response Coordinator (Designated Staff Member)	Ensures all crisis procedures are followed and maintains student records.
Parent/Guardian Liaison	If needed, communicate with family members and provide next steps.
Law Enforcement (Only When Necessary)	Involvement only in cases of imminent harm or weapon possession.

Mental health professionals will lead interventions, and law enforcement will be contacted only as a last resort.

Crisis Intervention Procedures

Step 1: Immediate Recognition & Staff Notification

- Any staff member who identifies a student in crisis will immediately contact the Crisis Response Team (CRT) via the school's internal alert system.

ACCESS Comprehensive School Safety Plan

- If the student is actively harming themselves or others, move to Step 4: Emergency Protocols.

Step 2: Initial Crisis Assessment (Within 5 Minutes)

- The school's mental health professional (counselor, social worker, or psychologist) will assess the student privately in a designated calm area.
- Risk Assessment Tools such as PREPaRE will be used to determine the level of risk:
 - Low Risk: No current suicidal intent; student requires emotional support and monitoring.
 - Moderate Risk: Student has suicidal thoughts but no immediate plan; requires parental notification and ongoing mental health support.
 - High Risk: Student has an active plan or intent to harm themselves; requires immediate intervention and parent/guardian involvement.

Step 3: Parent/Guardian Notification & Support Plan

- For Low & Moderate Risk Cases:
 - Parent/guardian will be contacted and provided with mental health resources and crisis intervention options.
 - Student will be monitored by school counselors for follow-up support.
- For High-Risk Cases:
 - Parent/guardian must come to the school for an immediate safety plan meeting.
 - If the parent cannot be reached or refuses to take action, the school will consult with child welfare services.

Step 4: Emergency Protocols (When Law Enforcement May Be Needed)

Law enforcement is only involved if:

- The student is actively attempting suicide and requires medical intervention.
- The student poses a physical threat to others and cannot be safely de-escalated.
- The student is unresponsive and requires emergency medical transport.

If law enforcement is required:

1. The school mental health professional remains the primary contact with the student.
2. Police officers must use a trauma-informed approach, avoiding handcuffs or unnecessary physical restraint unless there is an active weapon.
3. A parent/guardian is immediately notified and given the option to respond before law enforcement takes further action.

Follow-Up Care & Re-Integration Support

ACCESS Comprehensive School Safety Plan

- Students returning from crisis situations will have a re-entry meeting to create a personalized safety plan developed by school counselors and family members.
- Regular mental health check-ins will be scheduled for 4-6 weeks post-crisis.
- Therapy referrals will be available for students who need ongoing help.

Prevention Strategies & Mental Health Awareness

Staff Training

Training Topic	Required For	Frequency
Suicide Prevention & Intervention	Teachers, Staff, Administrators	Annually
Trauma-Informed Crisis Response	Counselors, Mental Health Professionals	Annually
De-escalation & Student Mental Health First Aid	School Resource Officers, Security	Annually

Compliance & Continuous Improvement

- Annual review of crisis intervention policies in collaboration with mental health experts and student support teams.
- Student & staff feedback surveys to assess the effectiveness of the crisis response system.
- Regular updates to intervention procedures based on new mental health research and California Department of Education (CDE) guidelines.

This Crisis Intervention Plan ensures that students experiencing mental health crises receive immediate and professional support without unnecessary law enforcement involvement. By placing mental health professionals at the center of crisis response, providing staff training, and prioritizing early intervention, Orange County Department of Education is committed to protecting student well-being and fostering a safe learning environment.

DRESS CODE

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Orange County Department of Education policy and procedures. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors. This policy does not apply to head coverings associated with an individual's sincerely held religious beliefs or a documented medical condition.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming procedures for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

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

Recommended School Site Rules and Dress Code

ACCESS students agree to show respect for other students, staff and guest speakers by

- using positive language;
- wearing appropriate clothing that does not display nudity, profanity, messages/pictures/symbols of hate, alcohol, tobacco, drugs, sports jerseys or gang affiliations, midriff, low-cut shirts, shorts/skirts shorter than mid-thigh, hats, hoods,

bandannas, sharp or accessories considered to be dangerous such as spiked jewelry, fish hooks or spiked dog collars;(1)

- not eating/drinking in front of others except during homeroom and nutrition class (no exceptions for gum);
- remaining drug and alcohol free;
- focusing on in-class activities instead of electronics (games, cellular phones and music must be turned off inside classrooms);
- keeping their hands to themselves;
- asking to get out of their seat;
- maintaining good manners by not interrupting others;
- being honest and trustworthy by completing their own work;
- Respecting the property/space/and rights of others; and taking responsibility for their own actions.

(1) Pupils are prohibited from wearing clothing that may reasonably be identified as gang-related apparel. This is apparel that is worn or displayed on a site/school campus and could reasonably be determined to threaten the health and safety of the school environment. Any attire / paraphernalia / symbol that displays a logo or other message relating to alcohol, tobacco, drugs or gangs may not be worn on campus or at school related activities. (EC35183)

STUDENT SEARCH AND SEIZURE

School officials may search individual students and their property when there is reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the District or the school. The Board urges that discretion, good judgment and common sense be exercised in all cases of search and seizure. Employees will not conduct strip searches or body cavity searches. When possible, staff shall use a metal wands when searching an individual for weapons

PROCEDURES for SAFE INGRESS and EGRESS

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

(Please refer to individualized School Site Plan)

MAINTAINING A SAFE AND ORDERLY ENVIRONMENT

Orange County Department of Education uses the Good Repair/Safety Report to comply with California Education Code §17070.75. We are required to document all necessary repairs, renewals, and replacements to ensure that a project is at all times maintained in good repair, working order, and conditions.

HEALTH PRECAUTIONS

Every two years, key staff members receive updated First Aid and CPR training.

Annually, staff members receive in-service training on other health and safety issues, including:

- Blood-borne pathogens
- Schools Emergency Management System
- SB 198 Safety in the Workplace
- Anaphylactic shock and severe allergic reactions
- Updated EpiPen procedures

FOOD ALLERGY PREVENTION AND ANAPHYLAXIS RESPONSE REGULATION

The Orange County Department of Education (OCDE) is committed to preventing student exposure to foods and substances that may trigger allergic reactions and to ensuring prompt, appropriate treatment in the event of a severe allergic response at school or during school-sponsored activities.

These regulations are designed to support students with diagnosed food allergies at all grade levels. While it is expected that secondary students may demonstrate increasing independence in managing their health needs, OCDE will provide appropriate accommodations to ensure the safety, access, and well-being of any student with a documented medical need.

Definitions

Food Allergy: An abnormal immune system response to a specific food or ingredient.

Anaphylaxis: A potentially life-threatening allergic reaction that may occur rapidly and require immediate medical intervention. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty swallowing, hives, itching, swelling, shock, or asthma, consistent with Education Code 49414.

Parent/Guardian Notification

Parents/guardians of a student with a known food allergy must notify the school administrator or school nurse in writing and provide medical documentation signed by a licensed health care provider. The documentation shall describe the student's condition, prescribed medications, emergency instructions, and any necessary dietary modifications. If meal substitutions are required, the statement must specify restricted foods and appropriate alternatives.

Individualized Health Plan

Upon notification, the school nurse shall collaborate with the parent/guardian and health care provider to develop a written health plan. The plan will outline strategies to reduce exposure risk and clearly define response procedures in the event of an allergic reaction. The health plan applies during the school day and at school-sponsored activities.

Prevention and Risk Reduction Strategies

To minimize exposure and enhance safety, the following measures shall be implemented:

1. Staff Notification

The school nurse shall inform appropriate personnel—including site administrators, teachers, health staff, transportation staff (if applicable), coaches, and supervisory personnel—of students with documented food allergies and the associated response plan. The site administrator or designee shall ensure substitute staff are informed of students with known allergies and emergency procedures.

2. Food Services

Meal substitutions shall be provided on a case-by-case basis for students with documented medical dietary needs, supported by a licensed health care provider's written statement.

3. Classroom Activities and School Events

Without identifying the student, staff may inform families of classroom allergy considerations and request avoidance of specific allergens during class celebrations or school events, as appropriate.

4. Sanitation and Cleaning Procedures

Surfaces such as desks, tables, and eating areas shall be cleaned using products effective in removing food proteins to reduce cross-contact. Shared cleaning materials shall not be used in ways that spread allergens. Staff and students shall practice proper handwashing with soap and water before and after food handling, after recess, and as appropriate. Hypoallergenic, fragrance-free, alcohol-free wipes may be used when soap and water are not available.

5. Professional Development

Appropriate staff shall receive training on food allergy awareness, symptom recognition, prevention strategies, proper administration of epinephrine auto-injectors, medication storage and documentation procedures, and emergency response protocols.

6. Student Supervision

When students with known food allergies are present, trained staff shall provide appropriate supervision during instructional time, meal periods, recess, transportation, and school-sponsored activities, including field trips.

Emergency Response Procedures

Epinephrine auto-injectors, including stock (undesignated) epinephrine, shall be maintained and administered in accordance with applicable laws and regulations.

ACCESS Comprehensive School Safety Plan

In the event of suspected anaphylaxis:

- Epinephrine shall be administered immediately.
- Emergency medical services (911) shall be contacted without delay.
- The student's parent/guardian or designated emergency contact shall be notified as soon as possible.

All incidents shall be documented in accordance with OCDE procedures.

This regulation is intended to promote a safe learning environment through proactive prevention, coordinated planning, staff training, and immediate response to medical emergencies.

ADMINISTERING MEDICATION



Orange County Department of Education

Superintendent's Policy Procedure

Section: Superintendent's

Subject: Administering Medication

100-39

Administering Medication

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the Orange County Department of Education, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body

and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)

3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When Orange County Department of Education employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized Orange County Department of Education representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how Orange County Department of Education employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the Orange County Department of Education and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the Orange County Department of Education to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When any Orange County Department of Education employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
6. Possible side effects of the medication
7. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the Orange County Department of Education shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish, and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

Orange County Department of Education Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and note on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication

9. Keep all medication to be administered by the Orange County Department of Education in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

The principal or designee at each school site may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 and shall be based on the standards developed by the State Superintendent of Public Instruction. Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

A school nurse or other qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health, shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the Orange County Department of Education for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The Orange County Department of Education may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The Superintendent or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the State Superintendent of Public Instruction regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse or other qualified supervisor of health, shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse or other qualified supervisor of health shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)

Information regarding defense and indemnification provided by the Orange County Department of Education for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

SCHOOL SAFETY COMMITTEE

OCDE-ACCESS Schools have a safety committee composed of the Superintendent, the Associate Superintendent, the Safe and Healthy Schools Manager, a Classified Employee Association Representative, an OCSEA Representative, Teachers Association Representative from each Area, a Principal representative, the Orange County Sheriff's Department, the Orange County Probation Department representation, Human Resources, Risk Management, and Facilities and Operations. Committee members have received emergency preparedness training, CERT Training, Threat Assessment, Crisis Response and Active Shooter Training.

The major goals of the School Safety Committee are to:

1. Reassign and re-orient staff to their roles in the Incident Command System
2. Procure food and supplies to accommodate a 72-hour shelter-in-place situation
3. Hold practice drills (fire, earthquake, emergency bus evacuation, lock-down, and shelter-in-place)
4. Improve driver and pedestrian safety, and use of crosswalks, in and around parking lot
5. Continually monitor conditions throughout the campus to ensure maximum safety
6. Share our updated plan with local law enforcement and fire department

APPENDIX A: SUICIDE PREVENTION PROTOCOLS

ORANGE COUNTY DEPARTMENT OF EDUCATION
Costa Mesa, California
BOARD POLICY

Suicide Prevention for Alternative, Community and Correctional Education Schools and Services

The Orange County Department of Education (OCDE) recognizes that suicide is a leading cause of death among youth and an even greater amount of youth think about (17% of high school students) and attempt suicide (over 8% of high school students), thus requiring vigilant attention from school staff. As a result, OCDE is ethically and legally responsible for responding appropriately and timely in preventing suicidal ideation, attempts, and deaths, as well as to respond to the aftermath of a suicide death. The Orange County Department of Education shall work to create safe and nurturing campuses that minimize suicidal ideation in students.

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent shall implement strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges that are frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students and are in a position to recognize the risk factors and warning signs of suicide.

The purpose of this policy is to protect the health and well-being of all Orange County Department of Education students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

OCDE:

- a) Recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcome.
- b) Further recognizes that suicide is a leading cause of death among young people.
- c) Acknowledges the school's role in providing an environment which helps to foster positive youth development.

Toward this end, this policy is meant to be paired with other policies supporting the emotional and behavioral health of students more broadly. Suicide prevention strategies may include, but not limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff, positive relationships, and interactions among students.

The Superintendent or designee shall coordinate a Suicide Prevention Work Group to review and update prevention, intervention, postvention, and bereavement supports. The Suicide Prevention Work Group shall include representatives from Safe School & Support Services, Special Education, School Counseling, Health Services, Title I, Mental Health Clinicians, as well as school administrators, teachers, community partners, and parents. Further, each school shall identify at least one staff member, preferably an assistant principal or lead mental health professional, to serve as liaison to the Suicide Prevention Work Group and coordinate suicide prevention activities, resources, and protocols for their specific school site.

The Suicide Prevention Work Group may also serve as an advisory group for mental health services, crisis response planning, threat management, and other areas supporting the social-

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emotional needs and well-being of students. The Suicide Prevention Work Group shall meet, at minimum, bi-annually to review this policy and related procedures.

The Superintendent or designee, with input from the Suicide Prevention Work Group, shall implement procedures for prevention strategies and intervention guidelines that include, but are not limited to the following:

1) Awareness and messaging about suicide

- a) Student ID cards will include information for domestic violence support and suicide prevention. (SB-972, SB-316).

2) Suicide prevention, training, and education for all school staff members

- a) At a minimum, all school staff shall participate in training on the core components of suicide awareness and prevention. Training materials may include programs that can be completed through self-review of suitable suicide prevention materials. Core components of the general suicide awareness and prevention training shall include:
 - i. Suicide risk factors, warning signs, and protective factors;
 - ii. How to talk with a student about thoughts of suicide;
 - iii. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - iv. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - v. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide
 - vi. How to identify appropriate mental health services, both at the school site and within the larger community
 - vii. When and how to refer youth and their families to additional services

3) Employee qualifications and scope of responsibility

- a) Employees of the Orange County Department of Education and OCDE partners must act only within the authorization and scope of their credential or license.
- b) This policy does not authorize or encourage a school employee to diagnose or treat mental illness unless the employee is specifically licensed, authorized, and employed to do so.

4) Specialized training for support staff and school mental health providers

- a) Additional professional development in suicide risk assessment and crisis intervention shall be provided to school mental health professionals (school counselors, psychologists, social workers, and nurses).

5) Parent, guardian, and caregiver notification, participation, and education

6) Student participation and education

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- 7) Professional development, education and services shall also include additional information regarding groups of students who may be at elevated risk for suicide. These groups include, but are not limited to, the following:
- Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness, doubled up, or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences

8) In-school and out-of-school suicide attempts, contagion effect, and memorials

9) Re-entry protocols and postvention

Strategies may encompass primary, secondary, and tertiary forms of prevention for grades 7-12. Primary or universal prevention activities should include age appropriate, student-centered curriculum and programs including safe and healthy choices, coping strategies, help-seeking strategies, anti-bullying, communication, mentoring, and drug prevention. Identified higher-risk students will receive more specialized interventions to address risky behaviors and early signs and symptoms of mental illness or drug experimentation. Tertiary strategies will be a supportive practice and intervention for students who have engaged in self-harming behavior, are survivors of suicide attempts, or bereaved due to loss of friends and family.

INTERVENTION:

Whenever a staff member suspects or has knowledge of a student's suicidal ideations, he/she shall immediately notify the school administrator, school psychologist, school counselor, or school-based mental health provider. Phone messages or emails are not acceptable methods of notification. Upon verbal notification, school administration or support staff shall follow up with the student immediately.

Appropriate risk assessment procedures will be followed. If appropriate and in the best interest of the student, the mental health team member shall contact the student's parents/guardians/caregivers as soon as possible and shall refer to mental health resources in the community. Students shall be encouraged to notify a teacher, principal, administrator, school counselor, school psychologist or school based mental health provider, or other adult when they are experience thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

POSTVENTION:

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that schools are prepared ahead of time in the event of such a tragedy. The Superintendent or designee shall establish crisis response procedures to ensure student safety and appropriate communications in the event that a suicide occurs by an attempt made on campus, at a school-sponsored activity, or at home. The Suicide Death Postvention Response Plan shall incorporate both immediate and long-term steps. This plan shall also help manage various aspects of the crisis and help prevent suicide contagion. In this way, postvention is inextricably linked to prevention. The response plan may include the following steps:

- Contact Key Individuals
- Notify School Community

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- c) Before School- Staff Meeting/Staff Support
- d) Student Meeting/Support Students
- e) After School Staff Meeting

IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:

OCDE Policies and Procedures:

- Nondiscrimination/Harassment-Students
- Positive School Climate
- Guidance and Counseling Services

Legal Reference:

EDUCATION CODE

32280-32289	Comprehensive safety plan
49060-49079	Student records
49602	Confidentiality of student information
49604	Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6	Government Claims Act
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WELFARE AND INSTITUTIONS CODE

5698	Emotionally disturbed youth; legislative intent
5850-5883	Mental Health Services Act

SB-972	Pupil and student health
SB-316	Pupil and student safety

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Model Youth Suicide Prevention Policy

Youth Suicide-Prevention Guidelines for California Schools 2005

Health Framework for California Public Schools, Kindergarten Through Grade Twelve 2003

CALIFORNIA DEPARTMENT OF MENTAL HEALTH PUBLICATIONS

California Strategic Plan for Suicide Prevention: Every California is Part of the Solution 2008

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth 2009

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action 2001

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WEB SITES:

American Psychological Association: <http://www.apa.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Mental Health, Children and Youth Programs:
<http://www.dmh.ca.gov/Sevices>

Programs/Children and Youth Centers for Disease Control and Prevention, Mental Health:
<http://www.cde.gov/mentalhealth>

National Institute for Mental Health: <http://www.nimh.nih.gov>

U.S. Department of Health and Human Services, Substance Abuse, and Mental Health Services Administration: <http://www.samhsa.gov>

APPENDIX B: PARENT NOTIFICATION FORM



**ORANGE COUNTY DEPARTMENT OF EDUCATION
ACCESS**

Date: _____

PARENTAL NOTIFICATION OF SUICIDAL IDEATION / ATTEMPT

Student Name (Last, First):	D.O.B.
Evaluator Name / Title:	Site / Teacher:

California Education Code (EC) Section 215, AB 2246 mandates that School Districts that serves pupils in grades seven to twelve, adopt a policy on pupil suicide prevention, intervention, and postvention. Depending upon the circumstances, failure to seek treatment for a child who is suicidal may meet the legal definition of neglect and result in a mandated report to the Department of Child Protective Services.

We are very concerned with the welfare and safety of your child. We have been made aware that your child has expressed harm to oneself. All expressions of self-harm and/or suicide are taken seriously. To assure the safety of your child, we suggest the following:

- A Safety Plan was completed with your child. We encourage you to review and discuss the Safety Plan with your child. (Provide a copy of safety plan to parents)
- Your child needs to be closely supervised. We encourage you to take your child to a trained mental health professional (licensed mental health specialist, medical doctor, psychiatric evaluation team, and /or emergency room). They can complete an evaluation to help determine the severity or seriousness of our concerns. They can advise you on what type of interventions might be needed. They can explore with you the need for counseling and the type of counseling that would be most beneficial. They will also address fees and appointments. **DO NOT LEAVE YOUR CHILD ALONE.**

EMERGENCY- As a parent, if you feel that your child is in danger please call 9-1-1 immediately. If they are showing increased levels of suicidal ideation and need to be assessed by a professional you can contact the Centralized Assessment Team at 714-517-6353. They are available 24/7. You can also take him/her to the nearest emergency room for immediate assistance.

The crisis line is available 24 hours a day, 7 days a week. Call (877) 7-CRISIS or (877) 727-4747 toll free in Orange and Los Angeles counties.

- I acknowledge that as parent/guardian or responsible party, on this date, _____, I have been informed by school personnel that _____ has threatened/attempted to harm one self and is in need of immediate evaluation/treatment by a trained professional.
- I have been made aware of the need to provide adequate supervision of my child while he/she is out of school.

Parent/Guardian: _____ Printed Name: _____ Date: _____

- Parent/guardian was contacted by phone and was given this information over the phone.
- Parent/guardian received notification regarding their child's safety plan.
- Attempt was made to contact parent/guardian and was unresponsive on (date) _____.
- I provided a copy of this form to the parent/guardian of _____ on (date) _____, at (time) _____ via (method) _____.

School Personnel Name/Title: _____ Date: _____