

Orland Unified School District Safe School Plan

2022-2023 School Year



**Orland Unified School District
1308 Fairview St.**

Approved by:

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SECTION 9- Rules and procedures on school discipline adopted pursuant to Education Code sections 35291 and 35291.540

Vision Statements

OUSD Vision Statements

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

Introduction

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

Loyalty Oath

Government Code Chapter 8 of Division 4 of Title 1

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

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

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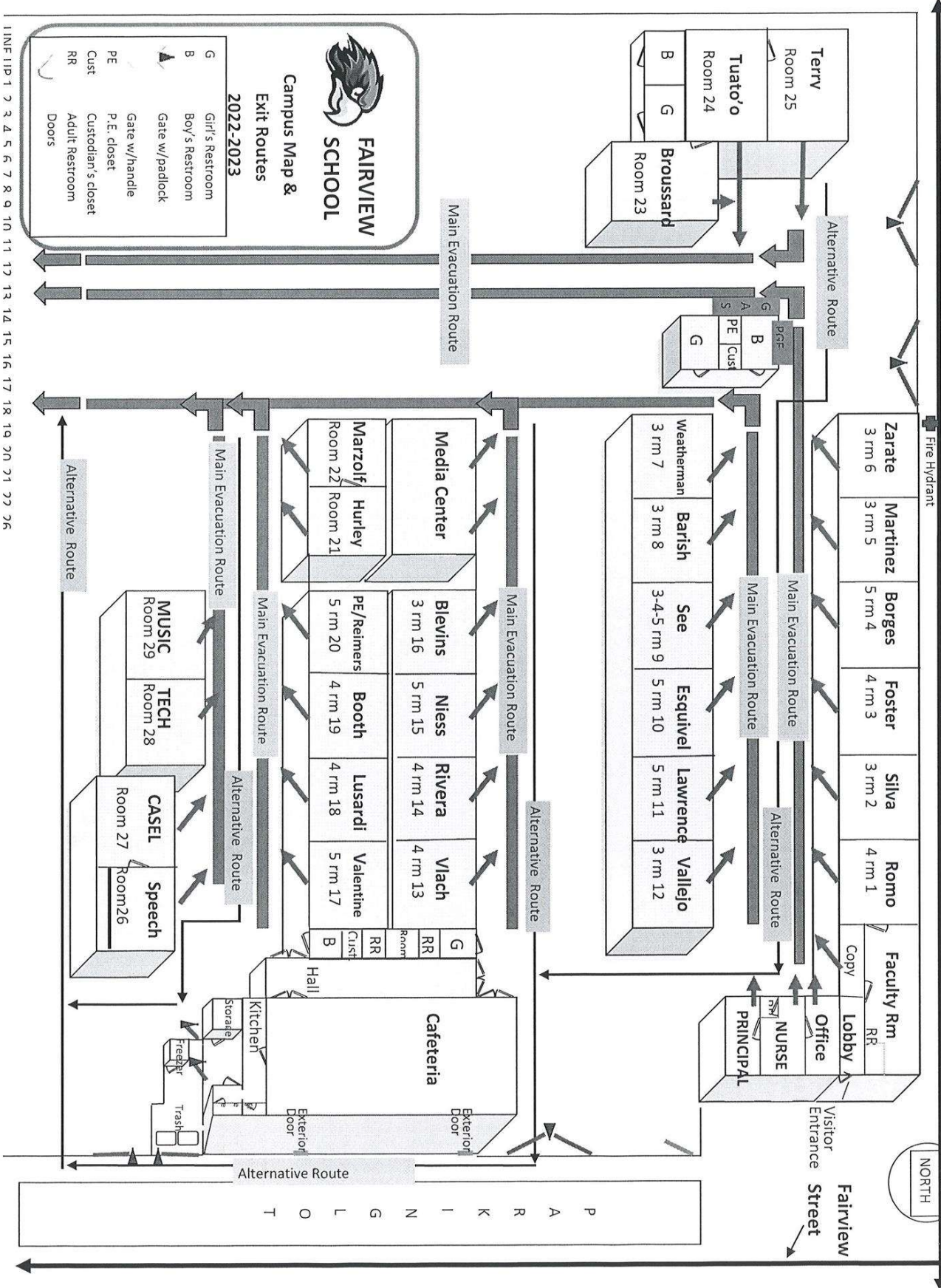
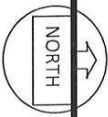
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of this state from the effects of natural, man-made, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of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

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

Facilities/Site Map

South Street



**FAIRVIEW
SCHOOL**

**Campus Map &
Exit Routes
2022-2023**

- G Girl's Restroom
- B Boy's Restroom
- ▲ Gate w/ padlock
- PE Gate w/handle
- Cust P.E. closet
- RR Custodian's closet
- Doors Adult Restroom

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 26

P A R K I N G L O T

School Staff

Buddy and Wing Leader

Teachers	Buddy	Room	Extension
Wing 1	Romo, Silva, Foster, Borges,	1-6	
Wing 2	Weatherman, Barish, See,	7-12	
Wing 3	Vlach,Rivera, Niess, Blevins	13-16	
Wing 4	Valentine, Lusardi, Booth,	17-22	
Portables	Broussard, Tuato'o, Terry	23-25	
	Tony Moebes		
	Courtney Tamgini		
	Kim Green		
	Mariana Zaragoza		
	Neli Pena		
	Martha Rico		
	Sherylynn Byker		
Instructional Aides			
Yard Supervisors			
Cafeteria Workers			
Custodians			
Bus Drivers			

School Safety Committee

Our community members also serve on our safety committee.

School Site Council Members:

Staff	Parent/Community
Christine Booth	Jessica Medina-Sanchez
Laura Shannon	Sarah Morse
Jill Blevins	Lilly Villa
Marnie Smith	

School Crisis Response Team

Crisis Response Team Members:

Staff Member	Title	Responsibility	Alternative
Marnie Smith	Principal	Oversight	
Marci Sanchez	Secretary	Communication	
Steve Groppi	Custodian	Logistics	

State Mandated Components

SECTION 1- Child Abuse Prevention and Reporting

All employees complete a Mandated Reporter Training by September. Mandated reporters include, but are not limited to: teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrative officers or supervisors of child attendance, athletic coaches, administrators, and directors, administrators and employees of the licensed child daycare facility, Head Start teachers, district police or security officers, licensed nurses or health care providers and administrators, presenters, and counselors of a child abuse prevention program.

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

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

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

Definitions

Child abuse or neglect includes the following:

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

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidenced by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to an agency specified in Section 11165.9.

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

Any district employee who reasonably believes that he/she has observed the commission of murder, rape, lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer.

Responsibility of Reporting

1. The reporting duties of mandated reporters are individual and cannot be delegated to another person.
2. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement, and in a single report made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.
3. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Reporting Procedures

1. Immediately, or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial telephone report to any police department, sheriff's department, or county welfare department. When the initial report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted and any instructions or advice received.

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

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

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

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

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

Internal Reporting

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

State Mandated Components (Continued)

SECTION 3- Suspension and Expulsion Policies

Pursuant to Education Code Section 48900 et seq.

DISCIPLINE OF STUDENTS

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

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

SUSPENSION AND EXPULSION

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

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

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

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

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

HARASSMENT, DISCRIMINATION, BULLYING

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

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

State Mandated Components (Continued)

SECTION 4- Procedures for Notifying Teachers of Dangerous Pupils

Pursuant to Education Code Section 49079

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

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

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

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

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

State Mandated Components (Continued)

SECTION 5- Sexual Harassment Policy

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

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

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

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

- This information is posted in the School Office.

State Mandated Components (Continued)

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

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

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

DRESS RELATED TO GANG ATTIRE/CLOTHING ETC.

GANG ATTIRE/CLOTHING ETC.

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

GANG AFFILIATION AND ACTIVITY

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

DRESS CODE

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

GENERAL DRESS CODE RULES

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

nudity, sex, or sexual innuendo is allowed. Fishnet clothing is not permitted, including on top of other garments. The final decision upon the appropriateness of attire lies with the school administration. School site administration may exercise discretion related to items not specifically listed below. Nothing with the "Cookies" logo is allowed.

HATS/HOODS

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

Hoods must be worn down while in class.

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

Bandannas of any color are not permitted.

TOPS

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

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

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

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

BOTTOM CLOTHING

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

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

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

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

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

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

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

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

SHOES/FOOTWEAR

Appropriate and safe shoes must be worn at all times.

Pajama slippers are not to be worn at school.

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

UNDERGARMENTS

No undergarments may be showing at any time.

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

DRESS-UP DAYS

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

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

Dress Code Violations:

1st: fix and Lunch Detention

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

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

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

State Mandated Components (Continued)

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

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

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

Volunteers – Volunteers must pass a fingerprint screening through the County Office of Education, a TB test, and be cleared through the District Office to volunteer in any classroom or attend class field trips.

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

State Mandated Components (Continued)

SECTION 8- Procedures to ensure a safe and orderly environment

PBIS- A General Overview

Our school-wide program is based on the Positive Behavior Interventions and Supports (PBIS) framework. Staff, parents, students, administrators and board members have worked closely together to support and advocate for PBIS in all Orland Unified School District schools. This handbook was developed, so its contents match the principles of PBIS in a way that fits the goals, mission and culture of Fairview School.

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

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

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

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

Acknowledge Appropriate Behaviors. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. Fairview has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive interactions can occur in many meaningful ways (pats on the back, smiles, high fives, fist bumps, verbal praise), but the goal of an acknowledgment system is to provide a regular reminder to all staff members to catch kids doing the right thing. Negative interactions are any time we give attention to students for problematic behavior (e.g. “Mike, please keep your hands and feet to yourself”, “Remember class, all eyes on the teacher.”, “Kristen, that’s a beautiful drawing, but it’s time to start math.”) As a school we will strive to achieve and maintain a 5:1 ratio for all students. Awesome Falcon awards are given to students caught being RESPECTFUL, RESPONSIBLE, AWESOME. This gives them 10 minutes of extra recess on Fridays and their name in a weekly drawing for the treasure box. Two students per grade are drawn each time. AWESOME tickets are given in the cafeteria daily to students who are quiet and showing respect and being responsible. The ticket will get the student released from the cafeteria first and their name goes in a weekly drawing for the treasure box. Two students per grade are drawn each time. Staff also give out AWESOME first to lunch passes to students that are caught being RESPECTFUL, RESPONSIBLE, AWESOME. Monthly students who have no major offenses have a reward activity. Examples would be: movie, games, assembly, etc.

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

Make sure to keep everyone safe

Minimize the loss of instructional time for all students (including the student who engaged in the problematic behavior)

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

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

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

PBIS SCHOOL RULES

AREA/ SETTING

Respectful

Responsible

Awesome

All Settings

Appropriate Voice.

Use kind words and actions.

Wait for your turn

Follow directions

Keep hands, feet, and objects to self.

Stay in student designated areas

Respect personal and school property

Be honest

Walk facing forward

Clean up after self

Offer your help to peers and adults

Encourage others

Speak out against bullying

Good sportsmanship

Have a positive attitude

Challenge yourself everyday

Look after each other

Lunch Line

Walk calmly and quietly
Use quiet voices
Face forward
Wait your turn

Hands to your side
Feet on Line

Quiet smiles
Silently stand in line
Silently encourage others

Cafeteria

Walk calmly and quietly
Keep food, hands, feet, and objects to self
use quiet voices
Politely return tray to server
Eat politely
Allow anyone to sit with you

Know your lunch number
Keep both hands on tray
Keep area clean
Sit with feet on floor and bottom on bench and facing table
Pay for cafeteria before or after school.
If you drop something pick it up
Properly dispose of non-eaten food

Help others clean up
If something is out of place, clean it up
Leave your area cleaner than when you got there

Entering/ Exiting

Be courteous of other classes still learning
Quiet smiles

Walk to playground quietly
Hands and body to self

Silent

Playground/Recess

Play fairly
Use problem-solving skills
Share and use equipment properly
Keep hands, feet and objects to self
Use kind words
Be a good sport

Follow direction

- Walk to and from the playground
- Use playground bathrooms
- Play approved games only
- Freeze when whistle blows
- Stay in designated area
- Pass to enter halls
- Tag playing allowed only on grassy areas.

- Have good manners
- Demonstrate positive character traits
- Invite others to play
- Have fun
- Quietly take the most direct route to next class

Library

- Use quiet voices
- Use -polite words
- Keep hands, feet, and objects to self
- Read quietly once you select your book
- Enter quietly
- Return books neatly
- Push in chair

- Follow adult directions
- Put things back where they belong
- Use time appropriately
- Treat books with care
- Re-shelve books properly
- Be engaged in silent activity
- Return books on time in good condition

- Help others find books
- Encourage and assist others to put books and materials away
- Be mindful of your time with popular books

Computer Lab

- Use quiet voices
- Use kind and polite words
- Keep hands, feet, and objects to self
- Raise your hand for assistance
- Keep your hands on your workspace only
- Keep hands clean before and during computer time

- Follow adult directions
- Put things back where they belong
- Keep hands in lap, eyes on projected screen during instruction
- Prepare work station for the next class according to adult instructions

Help your peers

Bathrooms

Respect privacy

Use quiet voices

Keep hands, feet, and objects to self

Keep feet on floor

Wash hands with soap for 15 seconds

Use bathroom during recess

Use a bathroom pass

Return to classroom quickly and quietly

Keep bathroom clean and dry

Leave when finished

Remind others to use bathroom appropriately

Report misuse of bathroom

Hallway/ Sidewalk (During School)

Use calm and quiet voices

Keep hands, feet, and objects to self

Use a hall pass

Walk

Stay to the right, facing forward

Walk in line(s)

Hold doors for others

Pick up trash

Smile and greet others appropriately

Let others go first

Silently walk to class

Greet visitors to campus

Lining Up outside classrooms

(When bell rings and rotations)

Line up quietly

Keep hands, feet, and objects to self

Use words like, "Excuse me," "Thank you," and "Please."

When entering line-go to the end of the line

Straight lines

Keep body off walls and poles

Face forward

Keep hands, feet, and objects to self

Silent, single file line(s)

Ready to learn
Be your best self

Bus Line
Respect personal space
Use quiet voice
Keep hands, feet, and belongings to self
Use appropriate words
Be kind to drivers and other adults
Follow instructions

Sit and stay in own bus line
Report directly to bus line
Gather belongings before bus arrives
Stay behind the yellow after-school line
Leave cell phone off and in backpack unless calling home
Healthy snacks are okay

Use manners and kind words such as, "Please," and "Thank you."

Transitions from room to room/rotations

**Teacher outside door
Wait silently outside until the teacher invites you in
Respect other students' desk and property
Leave pencils/classroom materials in the classroom

Walk quickly, quietly, and directly to your class/group

Greet your teacher

PLAYGROUND RULES

General rules for all equipment:
No flips or jumps off equipment. 6. No climbing up goal posts and backstops.
No tag on or around equipment. 7. No littering.
Use good manners and good sense. 8. Tag only in the field.
To count someone off a piece of equipment you must count to 50 by ones and you must say each number clearly saying, "one and two and three and..."
No bouncing balls off buildings.

Tetherball Rules

1. The server is the first person in line or the winner of the previous game.
2. The winner is only allowed to stay in for one additional game. (2 games total)
3. The server asks the challenger which side of the circle they wish to stand on and which way they want to hit the ball.
4. The server hits the ball and then waits until the challenger touches the ball.
5. The following are not allowed during the game: stopping or holding the ball, touching the rope with any part of your body, touching the pole with any part of your body, or stepping over the line that bisects the circle.

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

Dodgeball Rules

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

Four Square Rules

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

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

Rules for the Bars

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

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

Rules for the Play Structure and Swings

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

Positive Reinforcements

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

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

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

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

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

Is it Bullying?

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

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

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

When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you're upset – that's
BULLYING.

State Mandated Components (Continued)

SECTION 9- Rules and procedures on school discipline adopted pursuant to Education Code sections 35291 and 35291.5

Discipline as an Ongoing Process

Everyone connected with the school must understand that discipline is a process, not a product. Staff and families must work together to achieve as much consistency as possible, and must be prepared to revise and adapt the procedures when they are ineffective. There will be yearly revision of the written policies and procedures.

Discipline Principles:

Effective discipline is positive, rather than negative, in nature

Effective discipline is fair, consistent, dignified, and in good temper

Conferences with teachers, principals, and parents should bring about acceptable classroom behavior

Classroom Discipline

All students can behave appropriately when it is expected of them and when standards of conduct are clearly communicated to them. Teachers at Fairview Elementary School follow an assertive approach to discipline and classroom control.

Each teacher will develop their own classroom discipline plan and a set of rules along with the school rules and positive reinforcements. These will be reviewed by the principal with a copy sent to all parents.

Positive reinforcement methods are used to acknowledge and encourage desired behavior. The main advantage of this approach is the fact that each student is aware of the expectations and the consequences, is responsible for his or her own behavior, and is rewarded when the desired behavior is exhibited. Also, each day is started with a clean slate.

Positive Reinforcement Examples:

Free-time activities (games, art, crafts)

Special assignments

Notes of praise (complimentary reports, notes home, etc.)

Special privileges

A child is sent to the office for disciplinary action only after the classroom teacher has tried a number of interventions or the behavior is of a violent or serious nature. Therefore, referrals to the office will be handled very sternly.

Classroom Progressive Discipline Example:

Counsel with student

Time-out inside or outside the classroom

Parents contacted

Classroom consequence (detention, sentences, apology letter, work detail, etc.)

Citation written

Class suspension (2 day max per referral, requires teacher to notify parents)

Administrative referral

Discipline Offenses and Consequences

Minor Offenses:

Running in halls

Minor name-calling (no profanity)

Playing after freeze bell

In hallways without a pass

Throwing objects (without intent to injure others/property)

Rough play- no intent to harm

Consequence Options:

Recess detention

Work detail

Alternative consequences

Time-out

***3 minor offenses in a week result in a referral to administration and possible citation

Medium and Major Offenses:

Teasing (physical/verbal)

Profanity, vulgarity, or racial comments

Hitting, kicking, pushing- mad and intent to harm

Throwing objects (intent to injure others/property)

Disrespect/defiance

Minor vandalism (no serious damage)

Instigating other to do something (fight, tease, steal.....)

Consequence Options:

Citation

1 – After school detention (1) (2:40-3:15) 4 – Home Suspension (1)

No reward assembly No reward assembly

Citation letter sent home Principal call home, parent conference

2 – After school detention (2) (2:40-3:15) 5 – Home Suspension (3)

No reward assembly Behavioral SST, behavior plan

Teacher call home No reward assembly

3 – In-School Suspension (1) Principal call home

No reward assembly 6 – Home Suspension (3-5 days)

Principal call home Possible alternative placement

Note: If a student receives at least two citations in the trimester and receives another within the last two weeks of that trimester, the student will be put on probation for a minimum of two weeks. If the child receives another citation during the probationary period of the new trimester, the discipline matrix will not reset and the student will receive the next consequence in the progressive matrix.

Major Suspendable Offenses: Send student(s) immediately to office

Fighting

Bullying

Major Vandalism (expensive to repair)

Stealing (major/repeated)

Weapon

Possession of tobacco/controlled substance/paraphernalia

Consequence Option (at Principal's discretion):

Citation Process

In-School Suspension (1-3 days)

Home Suspension (1-5 days)

Alternative consequence

Administrative Progressive Discipline Example:

Repeated inappropriate behaviors

In-School Suspension

Home Suspension

SST/Behavior Contract

Opportunity Day School Referral

Expulsion Referral

Illegal action or behavior – students can/will be arrested by local police department along with school consequence.

*IMPORTANT Administration may impose different degrees of accountability depending upon circumstances. Example:

Defacing Property

Writing on desk 1st offense, teacher may make student clean desk

Carving into desk 1st offense, In School Suspension and pay for damages

Entering school grounds during off hours and spray painting walls etc., expulsion hearing, charges filed.

Discipline Practices

Recess Detention: 15 minute detention during recess time

After-School Detention: 40 minute detention after school that parents will be required to pick-up their children when complete.

Work Detail: Student completes a work duty around the classroom or school. Ex.-trash pick-up, washing tables,

Citation: A written referral to document the inappropriate behavior and it requires a parent signature and is to be returned to school the following day. Citations are cumulative and the consequence for getting a citation gets progressively more severe. Each trimester, students start over with zero citations.

Alternative consequences: other consequences that is reasonable for the offense committed and effective for an individual student. Ex.-A student completes a profanity essay instead of getting a citation for using profanity.

Time-out: A student is away from a classroom or activity for a specific period of time so the student can think and “cool down” before returning. Time-outs are less than 2 hours. If a time-out is longer than 2 hours, it is considered a class suspension.

Class Suspension: A teacher has the right to suspend a student from their classroom for up to 2 days. The teacher is responsible to call the parents, fill out appropriate paperwork, set up a classroom for the student to go to, and put the student’s work together for the suspension period.

In-School Suspension: A suspension by the principal for 1-5 days that the student goes to an alternative classroom for the suspension instead of being sent home. The parents are still required to attend a conference with the principal and sign suspension paperwork. Teachers will give the student work.

Home Suspension: Student will be sent home for 1-5 days. Grade level school work will be assigned. The parents are required to attend a conference with the principal and sign suspension paperwork. Teachers will give students work for the suspension period.

Loss of Privilege: Due to frequent misbehavior, a student may lose the privilege of playing on the playground, or attending a reward-based field trip, per staff discretion.

Expulsion: Is a formal hearing for specific education code violations or repeated offenses of education code to determine if the student will be removed from the school for up to one school year. The Board of Education conducts the hearing and makes the final decision on any recommendation for expulsion.