

Comprehensive School Safety Plan 2026 – 2027

TUOLUMNE COUNTY SUPERINTENDENT OF SCHOOLS

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The Comprehensive Safe Schools Plan was last updated on:

February 2, 2026

Tuolumne County Board of Education

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CONFIDENTIAL NOTE:

Items highlighted in red, bold letters are considered tactical information and excluded from the public inspection document.

Portions of this Comprehensive School Safety Plan are removed from this document if the Plan is shared with the public as they contain confidential information related to TCSOS's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (California Education Code section 32281(f)(1).)

In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the District's Board of Education's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)

A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the PUBLIC COPY of this plan. This document is not available for inspection on the internet.

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SAFETY PLAN SIGNATURE PAGE

2026-2027

The undersigned have reviewed the TCSOS Comprehensive School Safety Plan and agree the requirements of EC Section 32282 have been met.

County Superintendent: 

Date: 2/2/20

Board Clerk: 

Date: 2/2/20

BASIC PLAN

The Basic Plan section of the Comprehensive School Safety Plan for Tuolumne County Superintendent of Schools (TCSOS) schools provides an overview of the approach to the purpose and development of the plan along with the its ongoing review, evaluation, and regular updating. This section addresses information such as the assessment of school crime and the risks of hazards and/or threats in the development of the safety procedures developed for TCSOS schools. The content in this section provides a solid foundation for the operations of TCSOS schools.

Purpose

California *Education Code (EC)* Section 32281(a) requires every kindergarten through grade twelve school to develop and maintain a Comprehensive School Safety Plan (CSSP) designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

Scope of the Plan

The CSSP for TCSOS schools outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

Comprehensive Safety Plan Purpose and Compliance

The CSSP is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as meeting the requirements for the annual CSSP process as described under *EC* Section 32282. It is designed to be in electronic and hard-copy form. The CSSP is designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the main offices (*EC* Section 32282(d)).

It is *NOT* intended to be a “grab and go” guide in an actual emergency.

As required per *EC* Section 32288(a)(1), the CSSP shall be forwarded to the school district or county office of education for approval. This CSSP was developed collaboratively with all district schools, the School Site Council (SSC), and adopted by the Board of Trustees of the Tuolumne County Board of Education on February 2, 2026.

Safe School Vision

The Tuolumne County Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The County Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

TCSOS desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

TCSOS encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The school/program sites shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution and positive behavior support techniques-

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school/program site. The Tuolumne County Superintendent of Schools or designee may initiate campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

School Site Council/Safety Committee {EC Section 32281(b)}

EC Section 32281 describes participation of specific members of the school community in the writing and development of the CSSP. Specifically, the SSC must write and develop the CSSP or may delegate this responsibility to a safety committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others (EC Section 32281(b)(2)). Other members representative of the school community is highly recommended to be a part of the SSC/School Safety Committee. Members may include students, mental health specialists, nurses, athletic coaches, community liaisons, or other stakeholders. Per EC Section 32281(b)(3), the SSC/School Safety Committee is required to consult with a law enforcement agency, a fire department, and other first responders each year when updating the CSSP and notify each entity of any updates that occur during the year.

SMALL SCHOOL DISTRICT EXEMPTION

EC Section 32281(d)(1) states that 32281(b) shall not apply to a small school district if the small school district develops a districtwide CSSP that is applicable to each school site. As defined in California EC Section 32281(d)(2), "small school district" means *a school district with fewer than 2,501 units of average daily attendance at the beginning of each school year*. If a district has is identified as a "small school district", there may be one CSSP to encompass all schools within the district, which would fulfill each individual school's CSSP requirement.

While it is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees, TCSOS has a School Site Council who

supports the review of the plan and evaluates the CSSP at least annually to ensure it is properly implemented, as required in *EC* Section 32282(d).

The SSC consists of the following individuals:

TITLE	NAME
*Principal/Designee	Michael Mathenge
*Certificated Employee	Kim Flower
*Parent	Absent
*Classified Employee	Absent
Student (Optional/Recommended)	Absent
Other Member (identify)	Colleen Whitlock, Jessica Carter
District Representative	Mark Pintor

** These individuals are required members of the school safety planning committee under EC Section 32281(b)(2).*

*** These individuals are required to be consulted during the writing, development, and update of the plan annually per EC Sections 32281(b)(3).*

Communication the Plan to the Public {EC 32288(b)(1)}

The School Site Council or Safety Committee is responsible for communicating the CSSP to the Public at a meeting at the school site. Below are the date and location of the annual meeting and a description of how the public was notified of the meeting.

Date: January 26, 2026

Location: Virtual

The School Community was notified of the review of the Comprehensive School Safety Plan through the following:

- Email Notification
- Public posting of agenda for meeting

The following were consulted in the update and review of this plan:

TITLE	NAME
**Law Enforcement Agency (Consult)	
**Fire Department (Consult)	
**Other First Responder (Consult)	

COMPONENTS OF THE COMPREHENSIVE SCHOOL SAFETY PLAN

EC Section 32282 specifies what the CSSP shall include. The components in this section of the CSSP are required components unless otherwise noted. In the context of the entire plan, these components provide an important foundation in not only disaster preparedness, but in supporting students in a positive and safe learning environment.

Assessment of the Current Status of School Crime and Safety {EC Section 32282(a)(1)}

SCHOOL PROFILE

To understand school safety in regards to TCSOS programs, it is important to know the history of Tuolumne County itself. Tuolumne County has a much longer public-school history than most regions in California. Schools have been in existence in Tuolumne County since 1852. It was not until the second legislative session of the California State legislature that state funds were appropriated for public schools in California. Tuolumne County received the first support for public schools in 1855. The schools were Sonora, Columbia, Shaw's Flat, Springfield, Jamestown, Jacksonville, Don Pedro's Bar, and Chinese Camp.

Local solid community identity has long influenced the various public schools within our county. This fact is evident today because the electorate has enjoyed having a locally elected board of trustees governing the local school district. School districts in the county have come to exist to meet particular needs of parents and students at specific times in our history. Over the years, the State of California has drastically changed how schools are created, funded, and managed. Public perceptions of the purposes of schools have significantly changed over the years. Over the years, and probably for years to come, school districts in our county will continue to change to meet the unique needs of each community within our county.

Throughout the county today, there are eleven school districts: Sonora Union High with feeder districts Sonora, Columbia, Jamestown, Curtis Creek, Soulsbyville, and Bellevue; Summerville Union High with feeder districts Summerville and Twain Harte; and Big Oak Flat-Groveland Unified.

Today, TCSOS collaborates with local schools and the community to provide high-quality education for just under 5,800 students in Tuolumne County (based on 2024-25 Enrollment data from the California Department of Education). The functions of TCSOS includes:

- Supporting and monitoring Local Education Agencies (LEAs)
- Instructing students
- Offering instructional and technical support
- Leading high-impact county-wide initiatives

TCSOS SCHOOL SITES AND PROGRAMS

TCSOS operates programs at various school districts and school sites within the county. While our plan addresses the necessary guidance to maintain safe and orderly learning environments, in many cases, we collaborate with the school sites where we are located to in regards to their safety measures and procedures. This collaboration better supports the safety and well-being of students who are located at those particular school sites. *As a small school LEA (average daily attendance of 2,500 or below), the TCSOS CSSP encompasses all sites.* Site-specific

procedures to implement the components of this plan will be referenced within the body or appendices of this document. TCSOS operates several educational programs for students aged three to twenty-two.

Adult Education

Tuolumne County Superintendent of Schools offers individualized programs at several locations to enable adult students to complete their high school diplomas or earn their GED. Classes are open to all persons 18 years of age and older.

Community School Program

In partnership with Tuolumne County school districts, TCSOS offers a WASC-accredited Community School Program serving 7th through 12th grade students in Tuolumne County. The community school program, known as the **Tuolumne Learning Center (TLC)**, serves students who are expelled, probation referred, or SARB referred by their district of residence. Such students are placed in the program to help the student earn credits toward graduation and to meet their district mandated rehabilitation plan. The program includes both a seat-based and independent study options for students depending on their needs and educational plan.

TLC is housed at 27 S. Shepherd St., Sonora, CA 95370. This building is shared with the Transition Program that is under the Special Education Department. The building is multi-story and serves students in both programs as well as houses some service providers and the principal of the TLC and GREC programs. This facility is expected to serve our TLC and Transition students for many years to come. Renovations continue at the facility to improve both its longevity and safety. For the 2025-26 school year, a new accessibility ramp was installed on the lower level to support those students who use a wheelchair.

Juvenile Court School

Located in the Mother Lode Regional Juvenile Detention Facility, **Gold Ridge Education Center (GREC)**, in partnership with the Tuolumne County Probation Department, serves incarcerated youth in grades 6-12, inclusive. The program is designed to meet the unique needs of students who seek credit recovery toward graduation, vocational skills training, and transition support for when the youth returns to the comprehensive school site.

Special Education Programs

In partnership with Tuolumne County school districts, TCSOS offers several Special Education Programs serving students in preschool through age 22.

- Independent Living Skills (ILS)
- NeXus
- Preschool
- Transition
- Workability

TCSOS collaborates with the County SELPA to provide services to eligible students at the following school sites:

- **Bellevue School:** Serves preschool students
- **Soulsbyville School:** TK- 8th grade Independent Living Skills (ILS) classroom
- **Jamestown School:** 2nd – 8th grade NeXus classroom
- **Columbia College:** Serves preschool students.
- **Columbia Elementary School:** Serves preschool students.
- **Transition Program:** Serves 18 – 22-year-old students. The program is co-located with TLC at 27 S. Shepherd St., Sonora, CA 95370

SCHOOL DATA ANALYSIS

To evaluate the current status of school crime for TCSOS programs, the following data sources were utilized.

- Suspension Data: Suspension Count by Most Serious Offense Category
- Expulsion Data: Expulsion Count by Most Serious Offense Category
- Chronic Absenteeism Data: Absenteeism by Reason and Chronic Absenteeism Rate

The information listed is from the [DataQuest](#) website and the specific information can be found in the links for each school in the first column.

Suspension Data

2024-2025 Suspension Count by Most Serious Offense Category

Name	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Gold Ridge Educational Center	54	0	0	0	0	0	0	0
Tuolumne County Community/ISP	49	2	0	2	0	0	0	0
Tuolumne County Special Education	56	9	5	3	0	0	0	1
Tuolumne County Superintendent of Schools	147	11	5	5	0	0	0	1
Tuolumne County	5,489	512	71	315	12	91	4	19
Statewide	5,227,466	257,668	49,264	149,122	7,205	34,639	7,445	9,993

Expulsion Data

2024-2025 Expulsion Count by Most Serious Offense Category

Name	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Gold Ridge Educational Center	54	0	0	0	0	0	0	0
Tuolumne County Community/ISP	49	0	0	0	0	0	0	0
Tuolumne County Special Education	56	0	0	0	0	0	0	0
Tuolumne County Superintendent of Schools	147	0	0	0	0	0	0	0
Tuolumne County	5,489	4	1	1	2	0	0	0
Statewide	5,227,466	3,484	1,395	1,079	410	537	4	59

Chronic Absenteeism Data

2024-2025 Absenteeism by Reason

Name	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
Gold Ridge Educational Center	26	13	1.6	100.0%	0.0%	0.0%	0.0%
Tuolumne County Community/ISP	38	35	32.3	17.0%	23.1%	0.4%	59.5%
Tuolumne County Special Education	51	51	24.1	50.6%	48.3%	1.1%	0.0%
Tuolumne County Superintendent of Schools	110	98	24.3	35.1%	35.9%	0.8%	28.2%
Tuolumne	5,352	5,162	12.9	60.6%	36.0%	1.6%	1.8%
Statewide	5,167,417	4,875,414	12.4	54.7%	41.7%	0.8%	2.8%

2024-2025 Chronic Absenteeism Rate

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Gold Ridge Educational Center	26	0	0.0%
Tuolumne County Community/ISP	38	25	65.8%
Tuolumne County Special Education	51	36	70.6%
Tuolumne County Superintendent of Schools	110	60	54.5%
Tuolumne County	5,352	1,247	23.3%
Statewide	5,167,417	1,009,695	19.5%

A comparison of the data from 2023-24 to 2024-25 showed varied results. Suspensions decreased slightly overall, but showed a slight increase in the SPED program. Of note, the number of Violent Incident suspensions increased in the SPED program. While the overall results county wide for suspensions remained relatively flat from the previous year, the total expulsions decreased significantly. In looking at absenteeism by “Average Days Absent”, there was an increase in the Community/ISP program, but a decrease in both the GREC and SPED programs, with an overall decrease district-wide. This may be attributed to the increased Independent Study absences in the ISP program. While “Chronic Absenteeism” increased in all programs, the overall rate county-wide decreased. These results imply the need for continued efforts in improving school climate and culture and student engagement in the classroom.

Note that DataQuest data and data on the California School Dashboard will vary due to the formula and methodology used. For example, on DataQuest, a student who was suspended for any amount of time was counted as one suspension, whereas on the Dashboard, only students who were suspended for one full school day were counted. While the measures may differ, the outcomes should be the same for both (i.e., decrease in suspension rate for both measures).

RISK ASSESSMENT

To determine the risk of hazards/threats and vulnerabilities of the TCSOS program, an assessment was conducted based on the following formula:

$$\text{Risk Priority} = \text{Probability} + \text{Vulnerability} + \text{Magnitude} + \text{Warning} + \text{Duration}$$

Each component of this formula is defined as follows:

- **Threat** is defined by DHS as “a natural or man-made occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.”
- **Hazard** refers to “a natural or man-made source or cause of harm or difficulty”.
 - **Natural Hazards** refer to potential incidents which may result from acts of nature, such as hurricanes, earthquakes, tornados, flooding, and so forth.
 - **Technological Hazards** refer to potential incidents which may result from accidents or the failures of systems and structures, such as hazardous material spills or dam failures. Technological based incidents can be caused by power loss, power spikes, equipment failures, software errors, and telecommunications network outages. Examples include server failures, security cameras, or access card readers failing due to a power outage.
 - **Biological Hazards** refer to potential incidents which may result from exposure to a harmful biological agent, such as bacteria, virus, parasite, or toxin. This may include infectious diseases, pandemics/epidemics, contaminated food problems, and possibly animal disease outbreaks.
 - **Human-Caused Threats** refer to potential incidents which may result from the intentional actions of an adversary, such as a an active shooter/assailant attack, bullying, gang threat, and so forth.
- **Probability** is a statistical measure of the likelihood that a hazard event will occur.
- **Vulnerability** refers to a physical feature or operational attribute that renders an entity open to exploitation or susceptible to a given hazard.
- **Magnitude** is a measure of the severity of a hazard event. The magnitude of a given hazard event is usually determined using technical measures that are specific to the hazard.
- **Warning** refers to the available amount of time to warn staff, students, and visitors of an approaching threat or hazard.
- **Duration** refers to how long a hazard event will last.

The Risk Assessment conducted by TCSOS examined the hazards/threats in and around the schools and their vulnerability to those hazards and threats, as well as the consequences that will occur should that emergency happen. As a result, this analysis is confidential.

Risk Assessment of TCSOS Programs Data

Confidential Note:

The Risk Assessment for TCSOS schools is considered a confidential document related to TCSOS's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Appropriate Strategies and Programs that Provide School Safety {EC Section 32282(a)(2)}

The following strategies are implemented at TCSOS sponsored programs to promote and support a positive, safe, and clean learning environment:

1. Law Enforcement: The Tuolumne County Sheriff's Office (TCSO) and the Sonora Police Department (SPD) are a resource to our administrators for any possible threat to student/staff/campus safety.
2. Administrative Support: Students and staff have access to site administrators at each school site and access by phone and email to TCSOS administrators. One administrator from TCSOS will always be available as the Administrator of the Day.
3. SARB: Student Attendance Review Board is charged with enforcing the compulsory education laws of California. It is comprised of individuals from several local agencies including the county welfare department, law enforcement, public health, schools, mental health, and youth service organizations.
4. Support Staff: The Tuolumne County Superintendent of Schools employs support staff that has unique skills to provide intervention and support for at risk students. A directory of staff is available on the TCSOS website at www.tcsos.us.
5. Visitor Policy: TCSOS complies with the visitor policy at the school sites where our programs are housed.
6. Adherence to School Rules for Student Behavior: Expectations for student behavior are provided to each student.
7. Alternative means to correct student behavior in lieu of suspension (i.e., PBIS).
8. Special considerations are made in compliance with a student's IEP.
9. Students at the Tuolumne Learning Center are provided the following supports: Credit recovery; access to dual enrollment with community college; mental health intervention support; group, family, and individual counseling; job training
10. TCSOS strives to maintain adequate and clean facilities free from hazards and conducive to those individuals with special needs.

Child Abuse Reporting Procedures {EC Section 32282(a)(2)(A)}

TCSOS schools adhere to the County Board Policy 5141.4: Child Abuse Prevention and Reporting (Last Reviewed 11/8/2021) in regards to child abuse reporting procedures.

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

TCSOS schools adhere to the County Board Regulation 5141.4: Child Abuse Prevention and Reporting (Last Reviewed 11/8/2021) in regards to child abuse reporting procedures.

Definitions

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

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

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

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

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

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

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a county office police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

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

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the

appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

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

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

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

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

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

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

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

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

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

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

**(For specific language on Penal Code 11174.3, see text at the end of this section.)*

Release of Child to Peace Officer

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

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime

punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

***California Penal Code 11174.3 "School Interview Law"**

11174.3. (a) Whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. A representative of the agency investigating suspected child abuse or neglect or the State Department of Social Services shall inform the child of that right prior to the interview. The purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the interview. The member of the staff so present shall not discuss the facts or circumstances of the case with the child. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the school shall inform a member of the staff so selected by a child of the requirements of this section prior to the interview. A staff member selected by a child may decline the request to be present at the interview. If the staff person selected agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

Disaster Procedures {EC Section 32282(a)(2)(B)}

TCSOS schools adhere to the County Board Policy 3516: Emergencies and Disaster Preparedness Plan (Last Reviewed 4/14/2025) in regards to policies on Disaster Procedures.

The Tuolumne County Board of Education (TCBOE) recognizes that all Tuolumne County Superintendent of Schools (TCSOS) staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Tuolumne County Superintendent of Schools (Superintendent) or designee shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on TCSOS students, staff, and schools/program sites.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve TCSOS staff at all levels. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The TCBOE shall grant the use of school/program site buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The TCBOE shall cooperate with such agencies in furnishing and maintaining whatever services they may deem necessary to meet the community's needs. (Education Code 32282)

TCSOS employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

TCSOS schools adhere to the County Board Regulation 3516: Emergencies and Disaster Preparedness Plan (Last Reviewed 4/14/2025) in regards to policies on Disaster Procedures.

The Tuolumne County Superintendent (Superintendent) or designee shall ensure that Tuolumne County Superintendent of Schools (TCSOS) and/or program site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake, flood, or other natural disasters
3. Environmental hazards, such as leakages or spills of hazardous materials
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak
8. Attack or threat of attack to TCSOS's digital network and technology infrastructure

The Superintendent or designee shall ensure that TCSOS's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school/program site facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school/program site facilities
2. Routine monitoring of the security of TCSOS's digital network and technology infrastructure
3. Instruction for TCSOS staff and students regarding emergency plans, including:

- a. Training of staff in first aid and cardiopulmonary resuscitation
 - b. Regular practice of emergency procedures by students and staff
- 4. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at TCSOS and, if communication between TCSOS and program site is not possible, at each site
 - b. Individuals responsible for specific duties
 - c. Designation of the principal/program administrator for the overall control and supervision of activities at each school/program site during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
 - d. Identification of at least one person at each program site who holds a valid certificate in first aid and cardiopulmonary resuscitation
 - e. Assignment of responsibility for identification of injured persons and administration of first aid
- 5. Personal safety and security, including:
 - a. Identification of areas of responsibility for the supervision of students
 - b. Procedures for the evacuation of students and staff, including posting of evacuation routes
 - c. Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
 - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
 - e. Provision of a first aid kit to each classroom
 - f. Arrangements for students and staff with special needs
 - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
- 6. Closure of schools/program sites, including an analysis of:
 - a. The impact on student learning and methods to ensure continuity of instruction
 - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
- 7. Communication among staff, parents/guardians, the Tuolumne County Board of Education (TCBOE), other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s)
 - b. Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

- d. Distribution of information about TCSOS and program site emergency procedures to staff, students, and parents/guardians
8. Cooperation with other state and local agencies, including:
 - a. Development of guidelines for law enforcement involvement and intervention
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
9. Steps to be taken after the disaster or emergency, including:
 - a. Inspection of school facilities
 - b. Provision of mental health services for students and staff, as needed

The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school/program site buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

CONCEPT OF OPERATIONS

TCSOS school programs operate under the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). As mandated by both SEMS and NIMS, TCSOS programs utilize the Incident Command System (ICS) to manage response activities at the field level. ICS provides for common terminology, processes, and position titles, while allowing the delegation of functions (or tasks) to subordinate positions to promote proper span of control and unity of command. ICS is applicable to any size incident and is designed to be expandable as the needs of the incident expand or contract. When utilized, the standardization of ICS principles and nomenclature can integrate large numbers of personnel from disparate organizations.

OPERATIONAL LEVELS

The basic operations of the emergency response for any given situation start at the field level and expand and move up in response levels as the severity and impact of the incident requires. There are five operational levels of emergency response in SEMS (also known as a tiered response):

- **FIELD:** After a given situation, appropriate school personnel at the specific school site(s) will respond and handle the incident. This is called the Field Response.
- **LOCAL:** If the situation response exceeds the capabilities of the normal operations of those responding personnel at the school site a TCSOS team will be activated. This is

the Local Jurisdiction response. Certain TCSOS personnel who have training and experience to manage and coordinate the overall emergency response will support the needs of the incident via an Incident Commander/EOC Director.

- **COUNTY:** For more widespread or severe situations, such as a major earthquake or flooding, TCSOS will contact Tuolumne County personnel for support. The Operational Area manages and coordinates information, resources and priorities among local governments and entities, such as the TCSOS and serves as the coordination and communications link between the TCSOS and regional level agencies.
- **REGIONAL:** Regional levels of management coordinate information and resources among the Operational Areas and between Operational Areas and State level emergency response activities.
- **STATE:** The State levels of response includes the management of resources among the mutual aid regions, and between the regional and state levels, as well as serving as the coordination and communication link with federal disaster response agencies.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is used for managing responses to multi-agency and multi-jurisdictional emergencies in California. The four major elements of SEMS are 1) the use of the Incident Command System (ICS), 2) inter-agency coordination, 3) the utilization of the State's Mutual Aid Program and 4) the coordination with and use of Operational Areas. Together they create a system for local governments or entities, such as the district, to respond to emergencies cooperatively with other agencies or jurisdictions.

SEMS is intended to be flexible and adaptable to the needs of all emergency responders. As described in the five operational levels above, SEMS allows for entities to request and receive assistance from higher jurisdictions and agencies as the situation expands beyond the field and local levels.

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of California's emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:

- Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
- Improve coordination and cooperation between public and private entities in a variety of incident management activities.

- Provide a common standard for overall incident management. (U.S. Department of Homeland Security)

NIMS has two basic compliance requirements that are already incorporated into SEMS.

- The first is the adoption and use of the Incident Command System, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.
- The second is the utilization of multiagency coordination systems, which define the operating characteristics, management components, and organizational structure of supporting entities. NIMS compliance also requires documented personnel certification and resource typing and inventory, which SEMS does not.

Homeland Security Presidential Directive (HSPD) - 5 "Management of Domestic Incidents," directed the Secretary of Homeland Security to develop, administer, and periodically update the NIMS. State and local governments must be NIMS compliant as a condition for Federal preparedness assistance, such as grants and contracts.

TCSOS along with all school programs ensure NIMS compliance by recording the training and certification of certain campus personnel. It is the responsibility of persons taking FEMA emergency management on-line courses and other training courses to send certification of course completion to the TCSOS main office for record keeping. Site resources are inventoried and categorized and available to campus response personnel.

INCIDENT COMMAND SYSTEM (ICS)

SEMS and NIMS both use the Incident Command System as their organizational management system. All levels of government and state agencies use this system. Its strength and usefulness are built upon, but not limited to, the following concepts:

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.
- **Expandable and collapsible** – Responses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

Incident Command Systems is structured into five functional areas: Command/Management, Operations, Planning/Intelligence, Logistics and Finance.

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

EXPANSION OF ICS FUNCTIONS

ICS functions expand and contract to fit the need of the incident.

Even in small incidents, ICS is used from the beginning. The first individual responding to the incident is the Incident Commander (IC), but the IC would relinquish that role as soon as the next person with more knowledge and/or authority took command of the situation. If the media were also to respond, a Public Information Officer (PIO) would be required to field questions. A Safety Officer for crowd control and personnel safety, and a Liaison Officer to interact with other campus or outside entities may also be added. These four people are called the Incident Commander and Command Staff.

If the incident expands, persons who could obtain, operate and coordinate equipment would fill roles in Operations, Logistics and Planning Sections. The person who provides the financial support for this incident would be the Finance Section.

Incident Command Team Overview

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one position. As an example: in a small incident the principal oftentimes serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all the positions identified below be activated and fully staffed.

SUMMARY OF INCIDENT COMMAND TEAM ASSIGNMENTS

For quick and rapid response, school staff are pre-assigned to the Incident Command Team (ICT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and

needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

- **Site Incident Commander** – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
- **Safety Officer** - ensures all activities are conducted in as safe a manner as possible
- **Public Information Officer** – acts as official spokesperson for the site in an emergency situation, until the District's Communications Officer is available
- **Liaison Officer** – serves as the point-of-contact for agencies outside of the District's organization
- **Operations Chief** – manages direct response to the onsite emergency and report status to the Site Incident Commander
 - **Site Facility Check & Security** – lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control
 - **Search & Rescue Leader and Team** – conduct search and rescue operations once accountability process has identified missing persons. It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
 - **First Aid & Medical Leader and Team** – provide first aid and medical response including Critical Incident Stress Management (CISM). It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
 - **Assembly Area Leader** – ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.
 - **Student/Parent Reunification**
 - **Request Area** – process requests by parents or authorized adults for release of students
 - **Release Gate** – release student to parent or authorized adult
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
- **Logistics Chief** – provide facilities, services, staff, equipment and materials to support response – including food and transportation services
- **Finance & Administration Chief** – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

TRAINING & EXERCISES

Training

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. All staff need to be trained on how to respond during a disaster. *EC* Section 32280 states "It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan." It is the responsibility of the school administration to provide training on the contents of the CSSP to all staff.

All Staff

All new staff assigned to the site will receive basic emergency orientation. The orientation should include an introduction to the CSSP and specifically the Disaster Procedures, the standardized emergency verbiage, parent reunification, and the location/contents of Disaster Container. Each TCSOS program is required to conduct this orientation.

STAFF ASSIGNED TO INCIDENT COMMAND TEAM

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see TCSOS Incident Command Team Organizational Chart), should receive training which coincides with the position they fill on the team. If site staff attend training which provides a certificate of completion, it is recommended that staff provide a copy of the course certificates to their principal or site administrator.

DRILLS AND EXERCISES

Drills and exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency. The California Education Code requires the following drill schedule:

Elementary Schools

Type Of Drill	Number Per Year	Frequency
Drop, Cover and Hold On (Earthquake) Drill [<i>EC 32282(a)(2)(B)(i)(I)(ib)</i>]	4 times per year	Once each school quarter
Fire Drill (Evacuation) [<i>EC 32001</i>]	11-12 times per year (based on school calendar)	Once every calendar month

Middle/Intermediate Schools

Type Of Drill	Number Per Year	Frequency
Drop, Cover and Hold On (Earthquake) Drill [EC 32282(a)(2)(B)(i)(I)(ib)]	4 times per year	Once each quarter
Fire Drill (Evacuation) [EC 32001]	4 times per year	Once every quarter

Secondary Schools

Type Of Drill	Number Per Year	Frequency
Drop, Cover and Hold On (Earthquake) Drill [EC 32282(a)(2)(B)(i)(I)(ib)]	2 times per year	Once each school semester
Fire Drill (Evacuation) [EC 32001]	2 times per year	Once each semester

The administrator of each TCSOS program shall conduct these required drills for their site(s) according to state guidelines and in accordance with applicable local laws and district policies.

Note that ALL occupants at the site must participate in these drills.

The Schedule of Drills and Exercises section of the Safety Plan Appendices show the drills that will be conducted for the upcoming school year.

Confidential Note:

The Schedule of Drills and Exercises in the Safety Plan Appendices are considered a confidential document related to TCSOS's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Programs located at sites under another Tuolumne County District will follow the drills conducted at those sites. For the Gold Ridge Education Center, drills are directed by the Juvenile Detention Facility Staff.

OUTSIDE AGENCY USE OF FACILITIES {EC SECTION 32282(A)(2)(B)(I)(II)}

TCSOS values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. TCSOS will cooperate with public agencies, including the Office of Emergency Services and the American Red Cross, to allow access to school buildings, grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

Outside agencies wishing to request facility use should contact TCSOS to open discussions. If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the program administrator immediately for assistance and guidance.

State of California Government Code, Chapter 8, Division IV, Title I

The State of California Government Code States that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

DISASTER RESPONSE PROCEDURES {EC SECTION 32282(A)(2)(B)(I)}

The Disaster Response Procedures included in the Safety Plan Appendices of the CSSP, were developed based on the assessment of TCSOS programs, including crime and hazard/threat analysis. Protocols ensure compliance with federal, state, and local laws.

Disaster routines include appropriate adaptations for pupils with disabilities as required in EC Section 32282(a)(2)(B)(i) in accordance with the federal Americans with Disabilities Act of 1990, the federal Individuals with Disabilities Education Act, and section 504 of the federal Rehabilitation Act of 1973.

TCSOS understands and values the rights of individuals to provide input into the CSSP and have the ability to bring concerns regarding the plan to administration. EC Section 32282(a)(2)(B)(iii)(I) allows a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves to bring concerns about an individual pupil's abilities to access disaster safety procedures described in the CSSP. TCSOS respects this right and if merited, will direct the SSC to make appropriate modifications to the CSSP.

Confidential Note:

The Disaster Response Procedures in the Safety Plan Appendices are considered a confidential document related to TCSOS's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Suspension and Expulsion Policies {EC Section 32282(a)(2)(C)}

TCSOS schools adhere to the County Board Policy 5144.1: Suspension and Expulsion Due Process (Last Reviewed 5/11/2015) in regards to suspension and expulsion policies.

The Tuolumne County Board of Education desires to provide County Office of Education students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The County Board shall develop rules and regulations setting the standards of behavior expected of County Office students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any County

Office school or another school County Office, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

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

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

Appropriate Use of Suspension Authority

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

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

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Authority to Expel

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

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

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

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and

Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the County Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in a public session.

The County Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917) No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The County Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The County Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The County Superintendent or designee shall annually present to the County Board a report of the outcome data which the County Office is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the County Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the County Office is meeting its goals for improving school climate as specified in its local control and accountability plan.

TCSOS schools adhere to the County Board Regulation 5144.1: Suspension and Expulsion Due Process (Last Reviewed 5/11/2015) in regards to suspension and expulsion policies.

Definitions

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

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

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

Notice of Regulations

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

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not

- prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
 10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
 11. Knowingly received stolen school property or private property (Education Code 48900(l))
 12. Possessed an imitation firearm (Education Code 48900(m))
Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
 13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
 16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))
Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
 17. Engaged in an act of bullying (Education Code 48900(r))
Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))
Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.
Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

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

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75.

Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against County Office of Education personnel or students that is sufficiently severe or pervasive to have the

actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

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

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

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

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

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

Suspension by County Superintendent, Principal or Principal's Designee

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

The County Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the County Board

policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

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

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

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

Length of Suspension

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

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The County Office may count suspensions that occur while a student is enrolled in another school County Office toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

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

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the County Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the County Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended

without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the County Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911) This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice may state the date and time when the student may return to school.
4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the County Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the County Superintendent or designee may, in writing, extend the suspension until such time as the County Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. The County Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)
 - c. If the student involved is a foster youth, the County Superintendent or designee shall notify the County Office liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

- d. If the student involved is a homeless child or youth, the County Superintendent or designee shall notify the County Office liaison for homeless students. (Education Code 48918.1)

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

Suspension by the County Board

The County Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by County Superintendent, Principal, or Designee" above. (Education Code 48912)

The County Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the County Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The County Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the County Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

Student's Right to Expulsion Hearing

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

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

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

If the County Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of County Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

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

Stipulated Expulsion

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

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

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

Rights of Complaining Witness

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

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

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

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

Written Notice of the Expulsion Hearing

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

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

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the County Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

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

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

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the County Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918) Whether the expulsion hearing is held in closed or public session, the County Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the County Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))
If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))
2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the County Board may issue subpoenas, at the request of either the student or the County Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the County Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil

Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the County Superintendent or designee to the issuance of subpoenas may be considered by the County Board in closed session, or in open session if so requested by the student, before the meeting. The County Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the County Board determines, or if the hearing officer or administrative panel finds and submits to the County Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the County Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h)) Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f)) In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.
5. **Testimony by Complaining Witnesses:** The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be

- heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the County Office shall provide a nonthreatening environment.
 - (1) The County Office shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The County Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Final Action by the County Board

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

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

Upon ordering an expulsion, the County Board shall set a date when the student shall be reviewed for readmission to a school within the County Office. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the County Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program,

the County Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

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

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

Written Notice to Expel

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

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

Decision to Suspend Expulsion Order

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

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The County Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the

rehabilitation program shall not be considered in the County Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

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

Appeal

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

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

Notification to Law Enforcement Authorities

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

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

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

Placement During Expulsion

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

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

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

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

Readmission After Expulsion

Prior to the date set by the County Board for the student's readmission:

1. The County Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the County Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The County Superintendent or designee shall transmit to the County Board his/her recommendation regarding readmission. The County Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the County Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the County Board's decision regarding readmission.
4. The County Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other County Office students or employees. (Education Code 48916)
5. If the County Board denies the readmission of a student, the County Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The County Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the County Board's determination of the educational program which the County Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school County Office. (Education Code 48916)
No student shall be denied readmission into the County Office based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The County Office shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

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

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

****Note – Special Education Regulation***

TCSOS schools adhere to the County Board Regulation 5144.2: Suspension and Expulsion/Due Process (Students with Disabilities) (Last Reviewed 1/28/2008) in regards to suspension and expulsion policies.

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the Tuolumne County Superintendent of Schools Office County Office's code of student conduct may assert any of the protections under IDEA only if the County Office had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

The County Office shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian has expressed concern to County Office supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
3. The teacher of the student or other County Office personnel has expressed specific concerns directly to the County Office's director of special education or to other supervisory County Office personnel about a pattern of behavior demonstrated by the student.

The County Office would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the County Office would be deemed to not have knowledge if the County Office conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the County Office is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension

The Tuolumne County Superintendent of Schools or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal/program administrator or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The County Office shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with disabilities is excluded from County Office van transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

Interim Alternative Educational Placement Due to Dangerous Behavior

The County Office may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
 2. Knowingly possesses or uses illegal drugs
 3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
 4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365
- The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the County Office's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1) (E); 34 CFR 300.530)

At the manifestation determination review, the County Office, the student's parent/guardian, and relevant members of the IEP team (as determined by the County Office and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
 - b. A direct result of the County Office's failure to implement the student's IEP, in which case the County Office shall take immediate steps to remedy those deficiencies
- If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)
3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in

the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and County Office agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. **Determination that Behavior is Not a Manifestation of the Student's Disability:** If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any County Office decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The County Office may request a hearing if the County Office believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the County Office shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the County Office has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and County Office agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Notification to Law Enforcement Authorities

Prior to the suspension of any student with a disability, the principal/program administrator or designee shall notify appropriate city or county law enforcement authorities of any act of assault with a deadly weapon which may have violated Penal Code 245. (Education Code 48902)

The principal/program administrator or designee also shall notify appropriate city or county law enforcement authorities of acts by any student with a disability which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school/program site day after a suspension of a student with disabilities, the principal/program administrator or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any act by the student which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Procedures to Notify Teachers of Dangerous Pupils {EC Section 32282(a)(2)(D)}

In order to fulfill the requirements made by EC Section 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. TCSOS schools have incorporated this notification into the program's student information system. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and EC Section 48267, the Tuolumne County Probation Department notifies the Educational Services Department at TCSOS regarding students who have engaged in certain criminal conduct. This information is forwarded to the site administrator, who is then responsible to send prompt notification to the student's teacher, Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor as well as the Student Attendance Review Board (SARB).

Discrimination and Harassment Policy {EC Section 32282(a)(2)(E)}

TCSOS schools adhere to the County Board Policy 5145.3: Nondiscrimination /Harassment (Last Reviewed 2/5/2024) in regards to discrimination and harassment policies.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a county office of education (COE) school or program, 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, and to all acts of the County Board of Education and the County Superintendent of Schools in enacting policies and procedures that govern the COE.

The County Board is committed to providing a welcoming, safe, and supportive school environment that allows all students equal access to opportunities in academic and other educational support programs, services, and activities. Unlawful discrimination against a student in any COE school, program, or activity, including discriminatory harassment, intimidation, and bullying, is prohibited. Any form of retaliation against an individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination is also prohibited.

Unlawful discrimination may result from physical, verbal, nonverbal, or written conduct against a student 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 the student's association with a person or group with one or more of these actual or perceived characteristics. Unlawful discrimination also occurs when the 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 any one of the characteristics specified above with respect to the provision of the opportunities for a student's participation in any COE school, program, or activity, or a student's receipt of educational benefits or services.

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, discipline shall be enforced in a fair, consistent, and non-discriminatory manner.

In accordance with law, all COE students shall be afforded the same rights, benefits, and protections. When, as permitted by law, the COE maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, students may choose to access facilities and participate in such programs and activities consistent with their gender identity. In addition, students may choose to participate in accordance with their gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips.
(Education Code 221.5)

Complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying or retaliation, may be filed in accordance with the COE's uniform complaint procedures (UCP) specified in Board Policy 1312.3 - Uniform Complaint Procedures. For

complaints of sexual harassment, it is the responsibility of the COE's Title IX Coordinator to determine whether the complaint should be addressed through UCP, or if the alleged conduct meets the federal definition of sexual harassment pursuant to 34 CFR 106.30, the complaint procedures established in 34 CFR 106.44-106.45. 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 shall be taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, or bullying, or retaliation in violation of law or COE policy or procedures shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive, as defined in Education Code 48900.4.

Antidiscrimination Measures

The County Board hereby incorporates by reference the policies, procedures, and measures implemented by the County Superintendent to prevent or address unlawful discrimination in COE schools, programs, and activities. COE nondiscrimination policies and practices shall be reviewed regularly, and action shall be taken to remove any identified barriers to student access to or participation in the educational program.

TCSOS schools adhere to the County Board Regulation 5145.3: Nondiscrimination /Harassment (Last Reviewed 4/11/2022) in regards to discrimination and harassment policies.

The County Superintendent of Schools designates the individual(s) identified below as the employee(s) responsible for coordinating the efforts of the County Office of Education (COE) to comply with applicable state and federal civil rights laws and to answer inquiries regarding the COE's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in the COE's Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, 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, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Human Resources
175 Fairview Lane
Sonora, CA 95370
209-536-2011
hr@tcsos.us

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of COE students at school or in school activities and to ensure equal access of all students to the educational program, the County Superintendent or designee shall implement the following measures:

1. Publicize the COE's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through COE supported communications.
2. Post the COE's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying in a prominent location on the COE's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)
3. Post a section on social media bullying that includes references to possible forums for social media bullying, including Internet websites with free registration and ease of registration and Internet websites offering peer-to-peer instant messaging, comment forums or sections, and image or video posting platforms, in a prominent location on the COE's web site in a manner that is easily accessible to parents/guardians and students.
4. Post the definition of discrimination and harassment based on sex as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the COE's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)
5. Post in a prominent location on the COE's web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the COE's Title IX Coordinator, including the phone number and email address.
 - b. The rights of students and the public and the responsibilities of the COE under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR).
 - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations.
 - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site.
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office.

- d. A link to the Title IX information included on the California Department of Education's (CDE) web site.
6. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the COE's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
7. Provide to students a handbook that contains age-appropriate information that clearly describes the COE's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
8. Annually notify all students and parents/guardians of the COE's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the COE's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the COE will address any individual student's interests and concerns in private.
9. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the COE's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular school speak a single primary language other than English, the COE's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the COE shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
10. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the COE's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the COE may use to provide a discrimination-free environment for all students.
11. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
12. At the beginning of each school year, inform each principal or designee of the COE's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of COE Policy

Appropriate actions shall be taken to reinforce COE policy regarding Nondiscrimination/ Harassment. As needed, these actions may include, but are not limited to the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the COE's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of COE policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in COE policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to, or received by, the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with the COE's Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, the Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination involving the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the County Superintendent or designee who shall determine how the complaint will be investigated.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)
Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conceptions of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The COE prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity;
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity

or that does not conform to stereotypical notions of masculinity or femininity, as applicable;

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity;
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex;
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent;
6. Using gender-specific slurs; and
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression.

The COE's uniform complaint procedures or Title IX sexual harassment procedures, as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender, and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the COE of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and COE policy, each situation shall be addressed on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information. The COE shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The COE shall only disclose a student's private information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the COE has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the COE may allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the COE pursuant to 34 CFR 99.31. Any COE employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a COE employee by the student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the

employee is required to disclose or report the student's information pursuant to COE policy. The employee shall inform the student that honoring the student's request may limit the COE's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The COE shall offer support services, such as counseling, to students who wish to inform their parents/ guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless COE personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site or program employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the COE maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the COE shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the COE shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be

permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: Upon each student's enrollment, the COE is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, COE personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official record. However, inadvertent slips or honest mistakes by COE personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying County Board policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

School-Wide Dress Code Prohibiting Gang Attire {EC Section 32282(a)(2)(F)}

TCSOS schools adhere to the County Board Policy 5132: Dress and Grooming (Last Reviewed 1/28/2008) in regards to appropriate schoolwide dress code and the prohibition of gang attire.

The Tuolumne County Superintendent of Schools Office believes that appropriate dress and grooming contribute to a productive learning environment. The County Office expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school/program site activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school/program site year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

The principal/program administrator, staff and parents/guardians at a school/program site may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school/program site's activities.

TCSOS schools adhere to the County Board Regulation 5132: Dress and Grooming (Last Reviewed 1/28/2008) in regards to appropriate schoolwide dress code and the prohibition of gang attire.

In cooperation with teachers, students and parents/guardians, the principal/program administrator or designee shall establish school rules governing student dress and grooming which are consistent with law, Tuolumne County Superintendent of Schools Office policy and administrative regulations. These school dress codes shall be regularly reviewed.

Each school/program site shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school/program site 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, without permission of the teacher.
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.

Teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

At individual school/program sites that have a dress code prohibiting gang-related apparel at school or school activities, the principal/program administrator, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed whenever related information is received.

Dress Policy for Tuolumne Learning Center

TLC expects students to dress appropriately for school. Any clothes or styles of dress that may cause a threat, have a negative effect, or disrupt the educational process, will not be permitted. The following guidelines are intended to define appropriate student attire:

- No student may wear clothing that contains words or graphics that are suggestive or have suggestive double meanings of lewdness, obscenity, or vulgarity.
- Clothing advertising or promoting the use of alcohol, drug, or tobacco products is prohibited.
- Clothing may not contain wording that may be offensive to others because of race or religion.
- *Any apparel, jewelry, bandanna, accessory, notebook, backpack, or manner of grooming, which by virtue of its color, arrangement, trademark, or any other attribute, denotes to the Administration membership in gangs, or advocates drug use, violence, or disruptive behavior is prohibited.*
- See-through, midriff, and fishnet blouses, low cut, revealing tops, and muscle shirts that are cut low under the arm are prohibited.
- All clothing must be an appropriate length.
- Appropriate undergarments should be worn but not seen, and pants must be worn at the waist.
- Wallet chains are prohibited.
- Footwear must be worn at all times. No slippers or flip-flops.

Dress Policy for Special Education Programs

The TCSOS Special Education Programs believe that appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school/program site activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. For programs operated on comprehensive school campuses within Tuolumne County, it is expected that students adhere to the dress code policy of the campus on which they attend class.

Safe Ingress and Egress {EC Section 32282(a)(2)(G)}

TCSOS school sites facilitate for the safe ingress and egress for students, staff, and visitors during daily operations and also during emergency situations or extreme weather. Each site has current procedures and protocols for the safe ingress and egress for their specific sites.

Note: emergency ingress and egress are identified in the confidential Safety Plan Appendices.

Tuolumne Learning Center

Beginning in the 2024-25 school year, the middle school and high school students in the Community School Program were moved to one location at South Shepherd Street. The Shepherd location is a single, multi-level building that houses the Tuolumne Learning Center

(TLC) and the Special Education Transition Program. TLC occupies the second level and includes the middle school, high school, and independent study programs. The other program, the Transition Program, is located on the first floor. The location is sufficient to adequately support the needs of both programs.

The location is directly adjacent to Shepherd Street with six parking spots available at street level. The main parking lot on the northwest side of the building can support enough parking for the facility. If needed, there is street level parking available as well. Shepherd Street is not highly congested but can become busy during business hours. There is no sidewalk on the eastern side of the street adjacent to the building, but there is a sidewalk on the other side of the street. East Jackson Street is the nearest cross street and nearest crosswalk for students to cross. The site does not contain any designated outdoor areas for students.

The site is currently a one building site that contains a classroom and offices for the program administrator, counselors, teachers, storage, and a small kitchen. The main entrance to TLC is located on the northwest end of the building adjacent to the parking lot. There is short stairway from the parking lot to the main entrance and a much longer stairway from the street to the entrance. While a handicap accessible walkway is available at the top of the parking lot to assist those visitors with disabilities, a new accessibility ramp was installed on the lower level to support those students who use a wheelchair in the Transition Program. Students, families, and visitors enter the main building through the parking lot entrance to check in and exit. For the middle and high school programs, attendance is tracked by the classroom teacher. Students coming for independent study appointments check in at the main office and the teacher will meet the students and guide them to and from the office. The building does have an additional exit area that can be used in the case of an emergency.

Gold Ridge Education Center

Located in the Mother Lode Regional Juvenile Detention Facility, Gold Ridge Education Center follows all of the entrance and exit procedures as set forth by the Tuolumne County Probation Department. All safe ingress and egress procedures during daily and emergency operations are managed by the Detention Facility.

Special Education Programs

TCSOS Special Education Programs are located other district school sites. These programs will abide by the visitor policies and safe ingress and egress procedures for their specific school sites. These sites include Columbia Elementary, Soulsbyville Elementary, Jamestown Elementary, and Columbia College. The one exception is the Transition Program, which is co-located with the TLC program at the South Shepherd Street location. The program operates similar to the TLC program in regards to safe ingress and egress. The only difference is the main entrance to this program is that it is located on the first floor. Otherwise, the program abides by the similar procedures identified for the TLC programs.

Safe and Orderly Environment {EC Section 32282(a)(2)(H)}

TUOLUMNE COUNTY BOARD OF EDUCATION MISSION STATEMENT

The mission of the Tuolumne County Board of Education is to provide a leadership role in education; to support the County Office of Education in its governance, and to advocate, celebrate and champion for the education of all students.

POSITIVE SCHOOL CLIMATE

TCSOS schools adhere to the County Board Policy 5137: Positive School Climate (Last Reviewed 1/28/2008) in regards to providing a safe and orderly environment.

TCSOS desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

The County Office encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The County Office shall provide instruction designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school/program site. The Tuolumne County Superintendent of Schools or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

The school/program sites shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

GOALS, OBJECTIVES AND ACTION STEPS FOR A SAFER SCHOOL

Component 1 – Positive School Environment: People and Programs
Goal 1: Continue to seek involvement and input from the school community to help support positive learning environments for staff and students.

	Strategies to be Used	Resources	Person(s) Responsible	Evaluation
Objective 1.1:	Make CSSP standing item for review during School Site Council meetings.			
Action Step 1.1a	Schedule meetings for the upcoming year	Calendar Google Drive Email	Director, Site Administrator, SSC	Agendas and minutes from meetings
Goal 2: Continue to seek involvement and input from the community to help support positive learning environments for staff and students.				
Objective 2.1:	Gather input from community members into the plan.			
Action Step 2.1a	Hold at least two information sessions for the public to provide input	Flyers Meeting space	Director, Site Administrator, community members	Agendas and minutes Surveys CSSP Updates
Objective 2.2:	Attend quarterly EdLaw meetings to maintain regular input and updates from law enforcement.			
Action Step 2.2a	Attend EdLaw quarterly meetings	Email Google Drive Calendar	Director, CSOS	Agendas and minutes CSSP Updates

Component 2 – Physical Environment				
Goal 1: Maintain the cleanliness and security of each campus and ensure spaces continue to be conducive for learning.				
	Strategies to be Used	Resources	Person(s) Responsible	Evaluation
Objective 1:	Ensure facilities maintain high standards of compliance.			
Action Step 1.1a	Conduct FIT tool annually	FIT Tool FIT Guide	MOT	FIT Results
Action Step 1.1b	Annual SISC inspection	SISC Personnel	MOT JPA	Report from SISC
Action Step 1.1c	Conduct/review annual risk and hazards/threat assessment for each site	REMS Risk Assessment Tool DHHS FEMA Crime data	Director, MOT	REMS Risk Assessment Tool Assessment of programs in CSSP

Rules and Procedures on School Discipline {EC Section 32282(a)(2)(I)}

TCSOS schools adhere to the County Board Policy 5144: Discipline (Last Reviewed 3/11/2013) in regards to rules and procedures for school discipline.

The Tuolumne County Board of Education desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The County Board believes

that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The Tuolumne County Superintendent of Schools or designee shall approve, for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

County Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, County Board policy, and Tuolumne County Office of Education regulations. The County Board may review, at an open meeting, the approved school discipline rules for consistency with County Board policy and state law. (Education Code 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, County Board policy, and administrative regulation

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

The County Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

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

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

TCSOS schools adhere to the County Board Regulation 5144: Discipline (Last Reviewed 3/11/2013) in regards to rules and procedures for school discipline.

Site-Level Rules In developing site-level disciplinary rules, the Tuolumne County Superintendent of Schools or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. For junior high and high schools, students enrolled in the school

Each school shall review its site-level discipline rules at least every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
9. Recess restriction as provided in the section below entitled "Recess Restriction"
10. Detention after school hours as provided in the section below entitled "Detention After School"
11. Community service as provided in the section below entitled "Community Service"
12. In accordance with County Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
13. Reassignment to an alternative educational environment
14. Suspension and expulsion in accordance with law, County Board policy, and administrative regulation

Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the County Superintendent of any recess restrictions they impose.

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

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

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

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

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

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

Notice to Parents/Guardians and Students

At the beginning of the school year, the County Superintendent or designee shall notify parents/guardians, in writing, about the availability of Tuolumne County Office of Education rules related to discipline. (Education Code 35291, 48980)

The County Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the County Office.

Procedures for Conducting Tactical Responses to Criminal Incidents **{EC Section 32282(a)(2)(J)}**

Effective January 1, 2019, AB 1747 requires the inclusion of procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions in the CSSP.

All TCSOS school programs adhere to the standardized procedures for Active Shooter/Armed Assailant listed in this plan if there is an active shooter, individual with a weapon on campus, or other possible violent crime.

Threats

TCSOS personnel engage in the comprehensive threat assessment process if a threat is made or if there is a weapon found on a program site. The Site Threat Assessment Team (STAT) (consisting of multi-disciplinary personnel, including but not limited to an administrator, mental health professional trained in threat assessment, law enforcement, school nurse, school social worker, or other staff designated by the program administrator or designee) will conduct the TCSOS threat assessment protocol if a threat is made or weapon is found at a TCSOS program site.

Confidential Note:

The TCSOS Threat Assessment Protocol in the Safety Plan Appendices is considered a confidential document related to TCSOS's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Other Crimes

If other crimes are committed on campus, such as thefts and vandalism, school administration and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow TCSOS procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

Procedures to Assess and Respond to Dangerous, Violent, and Unlawful Activity {EC Section 32282(a)(2)(L)}

TCSOS is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The "Assessment of the Current Status of School Crime and Safety" along with the "Risk Assessment" portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, site safety committee members, and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, site administration will follow TCSOS procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

Procedures to Respond to Individuals Experiencing a Sudden Cardiac Arrest {EC Section 32282(a)(2)(M)}

TCSOS is committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.

"Assembly Bill 2997 - School safety plans: medical emergency procedures" requires as part of the comprehensive school safety plan when the plan is next reviewed and updated on or after July 1, 2025, procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. TCSOS has adopted the procedure guidelines from the American Heart Association (AHA) title "What is Cardiac Arrest?" These procedures to respond to individuals experiencing a sudden cardiac

arrest are location in the Functional Annex of the Safety Appendices. TCSOS will work with first responders to review and refine these procedures and determine the proper training for staff.

For those at the TCSOS main office, an automated external defibrillator (AED) is located on the first-floor lobby area across from the reception desk. TCSOS staff adhere to the following policy on the use and location of the AED.

TCSOS schools adhere to the County Board Policy 3516.6: Medical Emergencies- Automated External Defibrillators (Last Reviewed 4/18/2019) in the use and location of automated external defibrillators (AEDs) for those experienced sudden cardiac arrest.

Automated External Defibrillators

An automated external defibrillator (AED) is used to treat victims who experience sudden cardiac arrest (SCA). It is only to be applied to victims who are unconscious, not breathing normally and showing no signs of circulation, such as normal breathing, coughing and movement. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

Location of AEDs

AEDs are in the following locations:

1. Tuolumne County Superintendent of Schools Office, 1st floor across from the reception desk

Authorized AED Users

Any COE employee who has successfully completed an approved CPR + AED training program within the last two years and has a current successful course completion card. No less than one COE employee per AED must be certified. Participation in the CPR + AED training program by COE employees is strictly voluntary.

Any non-COE employee may, at his or her discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training and experience. These responders are encouraged to contribute to emergency response only to the extent that they are comfortable. The emergency medical response of these individuals may include CPR, AED or medical first aid. TCSOS will not maintain training records for non-COE employee responders.

Procedures for Use of AEDs

The initial responder should provide prompt basic life support including CPR, AED and first aid according to training and experience:

- Immediate notification of EMS by calling 9-1-1 or directing someone to call
- Immediate request for the AED
- Victim assessment
- Starting CPR, if necessary

Additional organizational members should assist with:

- Immediate notification of EMS by calling 9-1-1
- Obtaining the AED
- Meeting the responding EMS vehicle to direct EMS personnel to the site of the medical emergency

Following each use of the AED, a review shall be conducted to learn from the experience. All key participants in the event shall participate in the reviews. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as critical incident stress debriefing.

Equipment Records and Maintenance

All AEDs shall be maintained in a state of readiness and shall be checked after each use and at least once every 30 days if the device has not been used in the preceding 30 days. The COE Health Services Department and/or COE School Nurse is responsible for maintaining devices, maintenance records, and COE staff training records. A copy of training records will also be filed with the Human Resources Department.

The Superintendent is responsible for ensuring that Tuolumne JPA guidelines and policies for the use of AEDs are followed.

Procedures to Notify about the Presence of Immigration Enforcement on the Schoolsites {EC Section 32282(a)(2)(N)}

TCSOS programs will provide notification to parents/guardians, teachers and administrators, and school personnel when the school confirms the presence of immigration enforcement on a schoolsite. "Schoolsite" in this context means an individual school or campus, a school-sponsored activity, or a school bus or other form of district provided transportation.

TCSOS make notifications via email, phone calls, and the districts communication system. The notice will include the date and time the immigration enforcement was confirmed and the location of the enforcement activity.

Realtime notification will be provided when there is a direct threat to safety of the school, school-sponsored activity, or school bus or transportation, or there is substantial disruption at these locations.

TCSOS schools adhere to the County Board Policy 5145.13: Response to Immigration Enforcement (Last Reviewed 6/23/2025) in regards to the notification to parents/guardians and school personnel to the presence of immigration enforcement on a schoolsite.

The County Board of Education is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

Information or documents shall not be solicited or collected, and shall not be sought or required to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members. (Education Code 234.7)

In accordance with law, County Board Policy 0410 - Nondiscrimination in County Office Programs and Activities, and County Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the county office of education's (COE) programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the COE shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Parents/guardians shall be notified regarding their children's right to a free public education regardless of immigration status and their rights related to immigration enforcement. (Education Code 234.7)

Staff maybe provided training regarding immigration issues, including information on responding to a request from a law enforcement officer to visit a school site or to have access to a student.

The County Superintendent of Schools or designee shall report to the County Board in a timely manner any requests for information or access to a school/program site by a law enforcement officer for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

TCSOS schools adhere to the County Board Regulation 5145.13: Response to Immigration Enforcement (Last Reviewed 6/23/2025) in regards to the notification to parents/ guardians and school personnel to the presence of immigration enforcement on a schoolsite.

Responding to Requests for Immigration-Related Information or Documents

Upon receiving any verbal or written request for information or documents related to a student's or family's immigration or citizenship status, the following shall occur:

1. Record or otherwise document the request and notify the County Superintendent of Schools or designee about the request

2. Provide the student's parent/guardian or, if the student is at least 18 years old, the student, with notice, a description of the request, and any documentation provided to the County Office of Education (COE) describing the request, unless prohibited by a court order, judicial subpoena/warrant, or in cases involving investigation of child abuse, neglect, or dependency

Information or documents related to a student's immigration or citizenship status shall not be disclosed to a law enforcement officer without consent by the parent/guardian or, if the student is at least 18 years old, by the student, a court order, or judicial subpoena/warrant. To obtain written consent, the release of student information shall include the following information:

1. The signature and signature date of the parent/guardian, or student if the student is at least 18 years old
2. A description of the records to be disclosed
3. The reason for the release of information
4. The parties or class of parties receiving the information
5. A copy of the records to be released, if requested by the parent/guardian or student

In accordance with law, parents/guardians shall annually be notified that the COE will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena/warrant.

Responding to Requests for Access to Students or School Grounds

Parent/guardian consent or, if the student is at least 18 years old, the student's consent, must be received before the student is interviewed or searched by any law enforcement officer for immigration enforcement purposes, unless the officer presents a court order or a judicial warrant.

A student's parent/guardian shall be immediately notified when a law enforcement officer requests or is able to interview, search, detain, or otherwise interact with the student for immigration enforcement purposes, unless prohibited by a court order or a judicial warrant, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

A law enforcement officer who requests to enter COE property which is not open to all visitors shall be required to register similarly to all other visitors, except in cases where the officer states that exigent circumstances exist or as stated in a court order or judicial warrant. (Penal Code 627.2, 627.3)

As early as possible, the County Superintendent or designee shall be notified of any immigration enforcement-related request by a law enforcement officer for access to a student or to COE property, including service of lawful warrants, subpoenas, petitions, complaints, or other similar documents.

Responding to Law Enforcement Officers on County Office Property

The presence of any law enforcement officer on COE property for immigration enforcement purposes shall be reported to on-site COE police and other appropriate administrators.

Unless a law enforcement officer declares that exigent circumstances exist and demands immediate access to the campus, the following actions shall be taken when such an officer is actually or imminently present on COE property for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the County Superintendent, school administrator, or designee, except under exigent circumstances that necessitate immediate action
2. Request to see and record or otherwise document the officer's credentials, including the officer's name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for, and then record or otherwise document, the officer's reason for being on COE property
4. Request that the officer produce any documentation that authorizes the officer's school access, make copies of all such documentation, and retain at least one copy for COE records
5. Contact and consult with the COEs legal counsel or County Superintendent or designee
6. Follow the direction from the COEs legal counsel or County Superintendent or designee

If the officer declares that exigent circumstances exist and demands immediate access to the campus, the officer's orders shall be complied with and the County Superintendent or designee, and then the COEs legal counsel, shall be contacted immediately.

Regardless of whether the officer declares that exigent circumstances exist, no attempt to physically impede the officer shall be made, even if the officer appears to be acting outside the law or in excess of the officer's stated or documented authorization. If an officer enters the premises without consent, the officer's actions while on campus shall be documented but only to the extent that it does not impede the officer's actions.

After the officer leaves COE property, notes of all interactions with the officer shall be promptly written, including:

1. A list or copy of the officer's credentials and contact information, if known
2. The identity of all other COE staff known to have communicated with the officer
3. A description of the officer's request and activities
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's request or actions, what was requested by the documentation, and whether the documentation was signed by a judge
5. Any response to the officer's request
6. Any further action taken by the officer
7. Copies of any documents presented by the officer

A copy of these notes and any associated documents collected from the officer shall be promptly provided to the COEs legal counsel or other official designated by the County Superintendent.

The COEs legal counsel or the County Superintendent or designee shall submit a timely report to the County Board of Education regarding the officer's requests and actions and the COEs response. (Education Code 234.7)

The Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) shall be emailed regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Parent/Guardian

Parents/guardians shall be encouraged to update their emergency contact information as needed at any time. Parents/guardians shall be notified that the COE will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose.

All students and families may be encouraged to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the student may be released to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. Child protective services may only be contacted if arrangements for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit are not made.

A student or the student's family members may be referred to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Protocol for Opioid and Fentanyl Overdose {EC Section 32282(a)(2)(O)}

Senate Bill 10 (Pupil Health – Opioid Overdose Prevention and Treatment), also known as Melanie's Law, requires that the CSSP for a school serving pupils in grades 7 to 12 include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. This law went into effect January 1, 2024. The California Department of Education (CDE) in conjunction with local health departments are developing guidelines for this protocol. Various TCSOS staff have received training on administering Naloxone and various TCSOS programs possess the Naloxone version known as Narcan, a nasal anti-opiate spray. While TCSOS works to conduct more training in this area for staff, the district has added protocols for opioid and fentanyl overdose to the Hazards/Threats Annex of its response plan.

Confidential Note:

The Opioid and Fentanyl Overdose Protocol in the Safety Plan Appendices is considered a confidential document related to TCSOS's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts

Hate-Motivated Policies and Procedures (Optional)

TCSOS schools adhere to the County Board Policy 5145.9: Hate-Motivated Behavior (Last Reviewed 11/08/2021) in regards to policies on hate-motivated behavior and reporting

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

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

Hate-motivated behavior may be addressed with strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and timely respond to such incidents when they occur.

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

Students shall be provided with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, counseling, guidance, and support shall be provided to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

Any training provided by the County Superintendent of Schools for staff who serve students in grades 7-12 should:

1. Promote an understanding of diversity, equity, and inclusion
2. Discourage the development of discriminatory attitudes and practices
3. Include social-emotional learning and nondiscriminatory instructional and counseling methods
4. Support the prevention, recognition, and response to hate-motivated behavior
5. Raise the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Include effective enforcement of rules for appropriate student conduct

Any rules prepared by the County Superintendent prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

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

Complaints

The County Superintendent is responsible for ensuring that any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident immediately contacts the compliance officer responsible for coordinating the COE's response to complaints and complying with state and federal civil rights laws.

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

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the COE's uniform complaint procedures specified in BP 1312.3 - Uniform Complaint Procedures or other applicable procedure.

Bullying Prevention Policies and Procedures {EC Section 32282(e)} (Optional)

TCSOS schools adhere to the County Board Policy 5131.2: Bullying (Last Reviewed 9/9/2024) in regards to policies on bullying prevention.

This policy shall apply to all acts constituting bullying related to a school activity or school attendance occurring within a county office of education (COE) school, 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, and to all acts of the County Board of Education and the County Superintendent of Schools in enacting policies and procedures that govern the COE.

The County Board recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide a welcoming safe school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

Examples of Prohibited Conduct

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, involves repetition or potential repetition of a deliberate act, and includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, sending rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting embarrassing photos, videos, website, or fake profiles.

Measures to Prevent Bullying

The County Board encourages the involvement of students, parents/guardians, staff, social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

The County Board incorporates any strategies developed by the County Superintendent of Schools implementing this policy, which may include, but are not limited to:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection.
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate.
3. Providing information to students, through student handbooks, COE and school websites, and other age-appropriate means, information about COE and school rules related to bullying and harassment prevention, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying, as required by law.
4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.
6. Annually notifying COE employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.
7. Providing professional development to all school staff who have regular interaction with students, including information regarding staff's obligation to prevent discrimination, harassment, intimidation, and bullying of students and annually making available the California Department of Education's online training module on the dynamics of bullying and cyberbullying pursuant to Education Code 32283.5.
8. Providing students with instruction, as appropriate, that promotes social-emotional learning, effective communication skills, conflict resolution skills, character development, respect for cultural differences, self-esteem development, assertiveness skills, digital

and media literacy skills, and appropriate online behavior and teaches students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Staff and families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Preventive strategies may be incorporated into schools' comprehensive safety plans and, to the extent possible, into the local control and accountability plan and other applicable County Schools plans.

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.

Any complaint of bullying shall be submitted to and investigated by the individual(s), position(s), or unit(s) designated by the County Superintendent and, if determined to be discriminatory, shall be resolved in accordance with law and County Board Policy 1312.3 - 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.

Any individual with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, school administrator, or other COE employee so that the matter may be investigated. When an investigation concludes that a student used social networking site or service to bully or harass another student, a report of the cyberbullying may be made to the social media platform together with a request that the material be removed.

Discipline/Corrective Actions

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

In addition, corrective actions for a student who commits an act of bullying may include counseling, behavioral intervention, and education and, if the behavior is severe or pervasive, may include notification of the student's parent/guardian, suspension or expulsion, and/or referral to law enforcement.

When a student commits an incident of racist bullying, harassment, or intimidation, the student shall be required to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance, and a regular check may be made on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. A restorative justice practice suitable to the needs of both the victim and perpetrator may also be provided to the students. (Education Code 48900.5)

INSTRUCTIONAL CONTINUITY PLAN

Introduction and Purpose

The Tuolumne County Superintendent of Schools (TCSOS) Instructional Continuity Plan (ICP) ensures essential functions remain operational during a natural disaster or emergency so all students have access to instruction during a such incidents. {Education Code Section 32282(a)(3)(A)} This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs. Essential functions are operations that must continue regardless of the incident's impact on the district.

The ICP may be activated during an emergency incident that impacts TCSOS programs. Incidents that would activate the ICP may include:

- Pandemic
- Cyberattack
- Fire
- Flood
- Power grid failure
- Major Earthquake
- Major Natural Disaster
- Major man-made disaster

Essential components during an emergency incident outlined in this ICP include:

- Engagement
- Communication
- Instruction and Assessment
- Technology
- Access
- Professional Learning
- Well-Being
- Support Services
- Return to Site-Based Learning

Engagement

TIMELINE FOR ENGAGEMENT

As required, the Tuolumne County Superintendent of Schools (TCSOS) will engage with pupils and their families as soon as practicable, but **no later than five calendar days following an emergency.** {EC Section 32282(a)(3)(A)(i)}

PROTOCOL FOR ENGAGEMENT

To ensure the safety, well-being, and continued educational support of pupils, this protocol outlines the steps TCSOS will take to engage with students and their families following an emergency incident (e.g., natural disaster, school crisis, or public health emergency). This protocol shall be coordinated by TCSOS in partnership with site administrators, emergency management teams, and local service providers.

- 1. Initial Communication (Within 24–48 Hours)** - Issue a district-wide message via email, SMS, TCSOS website, and social media channels informing families of the nature of the emergency and initial response measures; outline next steps, including available support resources.
- 2. Individual School/Program Outreach** - Each program and/or school site will contact families directly to provide specific information related to the school community (e.g., closures, safety checks, damages).
- 3. Family and Student Wellness Checks** - Coordinate with school counselors and psychologists to perform wellness checks via phone calls or home visits (as appropriate) for at-risk or affected students.
- 4. Reunification and Support Services** - Provide clear instructions for reunification of students with families if separation occurred; offer resources if necessary and available.

5. **Follow-Up and Educational Continuity - Within five calendar days**, ensure all students and families have received updated information on the resumption of educational services, whether in person or via remote learning.
6. **Community Engagement and Feedback** - Host virtual or in-person meetings to listen to concerns, provide updates, and offer support.

SUPPORT FOR PUPIL SOCIAL-EMOTIONAL, MENTAL HEALTH, AND ACADEMIC NEEDS

To ensure that every student is fully supported during instructional disruptions, TCSOS's instructional continuity plan includes robust systems for identifying and addressing students' social-emotional well-being, mental health, and academic progress, especially in the context of trauma, displacement, or inconsistent access to instruction. TCSOS's instructional continuity plan is designed with the whole child in mind.

1. Proactive Identification of Needs

- **Universal Screening:** Programs will implement regular screenings and check-ins (via surveys, digital tools, or classroom observations) to identify students who may be struggling emotionally, socially, or academically.
- **Tiered Student Support Teams (SST):** Program-based teams will review data (attendance, engagement, behavior, assessment scores) to identify students requiring intervention and refer them to appropriate services.
- **Priority Focus on Vulnerable Populations:** Additional monitoring will be provided for students with IEPs or 504 plans, English learners, foster youth, homeless students, and those with a history of trauma or disengagement.

2. Social-Emotional Learning (SEL) and Mental Health Support

- **SEL Integration:** Evidence-based SEL practices will be embedded in daily instruction across grade levels, both in-person and online, to promote self-awareness, empathy, resilience, and positive relationships.
- **Access to Counseling Services:** Students will have access to school counselors and psychologists or individual or group support. Virtual appointments will be available when in-person sessions are not feasible.
- **Crisis Response Protocols:** Trained staff will implement trauma-informed practices and coordinate rapid response to students experiencing acute mental health concerns, in collaboration with local mental health agencies.

3. Academic Recovery and Support

- **Assessment and Progress Monitoring:** Diagnostic and formative assessments will be used to identify academic gaps and learning loss upon re-entry or transition to remote instruction.
- **Targeted Instructional Supports:**
 - Small group or one-on-one tutoring
 - Intervention classes and scaffolding during regular instruction
 - Extended learning opportunities such as after-school or summer programs
- **Access to Resources:** Instructional materials and technology will be provided to all students, with additional support for those without consistent internet access or those requiring accessible formats.

4. Family and Community Engagement

- **Family Communication:** TCSOS will maintain consistent communication with families to keep them informed about student well-being, academic expectations, and available support.
- **Support for Parents:** Guidance will be offered to help families support their children's emotional wellness and learning at home, particularly in remote learning contexts.
- **Community Partnerships:** TCSOS will collaborate with local health agencies, nonprofits, and service providers to extend mental health and wraparound support beyond the school environment.

Communication

Define communication protocols for families, students, and staff and faculty, including how the information will be made available and with what frequency.

TWO-WAY COMMUNICATION

TCSOS's communication protocol ensures that all pupils and families are engaged quickly and meaningfully following an emergency. Through accessible, multi-channel communication methods, TCSOS maintains student connection, well-being, and instructional continuity, fully meeting the requirements of *EC* Section 32282(a)(3)(A)(i). This protocol ensures that initial engagement occurs as soon as practicable, but **no later than five calendar days following an emergency**, to support student safety, well-being, and instructional continuity.

- 1. Activation of Communication Protocol** – Upon declaration of an emergency affecting any TCSOS school site or program, the following protocol will be activated:
 - The Superintendent, in coordination with site administrators, will immediately assess the scope of the emergency and initiate the appropriate communication channels.
 - Priority will be given to confirming student safety, identifying immediate family needs, and providing information about instructional services and supports.
- 2. Initial Communication Timeline**
 - **Within 24 Hours (If Practicable):** An initial notification will be sent via automated systems providing basic information regarding the emergency and initial next steps.
 - **Within Five Calendar Days:** Two-way communication will be formally established with all pupils and families. This will include:
 - Direct outreach from teachers, case managers, counselors, or site administrators.
 - Confirmation of student safety, well-being, and technology/instructional needs.
 - Distribution of information regarding instructional continuity, available supports, and next steps for academic engagement.
- 3. Methods for Establishing Two-Way Communication** – TCSOS will utilize multiple accessible platforms to initiate and sustain two-way communication, including:
 - Automated and direct phone calls
 - SMS text messages and emails
 - Secure Learning Management Systems (LMS)
 - Virtual conferencing
 - In-person wellness checks (when safe and necessary)
 - Printed materials distribution through various locations
 - Social Media updates with direct messaging optionsAll platforms allow for family response and interaction, enabling timely feedback, questions, and the identification of student or family needs.
- 4. Language Access and Equity**
 - Interpreter services will be made available for live conversations, virtual meetings, and written translations.
 - Communication materials will be designed to accommodate families with limited digital literacy or access.
- 5. Staff Roles and Responsibilities**
 - **District Communication Team:** Oversees system-wide communication and ensures message consistency.
 - **Site Administrators and Office Staff:** Lead outreach efforts, coordinate staff contact lists, and monitor student/family response.
 - **Teachers and Case Managers:** Establish personal contact with students and families to assess academic readiness, well-being, and service needs.
 - **Support Staff (Counselors, Nurses, Social Workers, Liaisons):** Provide additional outreach and support for students with mental health, medical, or social service needs.
- 6. Ongoing Monitoring and Follow-Up**

- Communication logs will be maintained to document contact attempts, responses, and identified needs.
- Families who are unreachable after multiple contact attempts will be referred to site administrators for escalated follow-up, including home visits when necessary and appropriate.
- Two-way communication will be continuously maintained throughout the emergency response and recovery period to ensure ongoing academic, social-emotional, and health support.

PLANS FOR UNFORESEEN EVENTS (I.E., SUSTAINED POWER OUTAGES)

While unforeseen events may disrupt traditional communication systems, the TCSOS is committed to maintaining resilient and adaptable two-way communication through layered strategies and strong community partnerships. To ensure continuity of communication and support during unforeseen events, the following adaptive strategies will maintain reliable two-way communication with students, families, and staff.

1. **Multi-Channel Communication Redundancy** – To account for potential disruptions, TCSOS will maintain multiple communication methods, including:
 - SMS/Text Alerts
 - Voice Calls to mobile or landline phones
 - Printed Notices distributed through local community partners
 - AM/FM Radio Broadcasts via partnerships with local stations
 - Bulletin Boards at school sites or community centers
2. **Emergency Contact Verification and Backup**
 - Ensure up-to-date emergency contact information is collected and reviewed at least annually for all students and staff.
 - Encourage families to provide secondary contacts (e.g., relatives, neighbors) in case primary lines are unreachable.
3. **Deployment of Staff and Community Liaisons**
 - In case of infrastructure damage or power loss, designated school staff and trained liaisons will conduct in-person outreach where feasible and safe.
 - Coordinate with local agencies (e.g., law enforcement, Red Cross, public health) to share and receive information.
4. **Communication with Vulnerable Populations**
 - Prioritize contact with students who are medically fragile, homeless, in foster care, or English learners.
 - Ensure language access and accommodations for families with limited English proficiency or disabilities.
5. **Community Information Hubs**
 - Establish pre-identified community hubs (e.g., libraries, churches, fire stations) to post updates and allow families to send or receive messages if digital communication is unavailable.
6. **Feedback Mechanisms**
 - Use manual forms, call-back lines, or community drop boxes to collect questions and concerns from families if digital two-way communication is compromised.

Instruction and Assessment

Maintain flexibility and ensure that existing curriculum content can be accessed both in-person and online.

TIMELINE FOR ACCESS

As required, TCSOS will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days following the emergency.** {EC Section 32282(a)(3)(A)(ii)}

IN-PERSON INSTRUCTION

TCSOS will prioritize the health, safety, and well-being of students and staff in all decisions related to resuming in-person instruction. Flexibility and transparency will guide the transition back to in-person instruction or the use of alternative arrangements during the recovery process. Outlined below are conditions under which in-person instruction will resume as well as any alternative sites or arrangements should a TCSOS program site remain inaccessible or unsafe.

1. **Conditions for Resuming In-Person Instruction** - In-person instruction will resume only when the following conditions are met.
 - **Facilities Safety Clearance:** Buildings and grounds must be inspected and cleared by local building officials, fire marshals, and public health agencies as structurally sound, sanitary, and safe for occupancy.
 - **Utility Restoration:** Critical infrastructure such as electricity, water, heating/cooling, and internet connectivity must be restored to a level that supports daily operations.
 - **Environmental Health:** Air quality, water quality, and any environmental hazards (e.g., wildfire smoke, flooding, hazardous materials) must be addressed and monitored in compliance with public health standards.
 - **Staff and Transportation Readiness:** Adequate staffing (teachers, aides, transportation, food services) must be available, and student transportation must be operational and safe.
 - **Public Health Conditions:** Local or state public health authorities must indicate that it is safe to gather, especially in the event of communicable disease outbreaks or health-related emergencies.
2. **Alternative Sites and Instructional Arrangements** - If some school sites remain inaccessible or unsafe, the following alternatives may be implemented.
 - **Relocation to Alternate Sites:** Students may be temporarily reassigned to nearby schools, community centers, churches, or county buildings that are deemed safe and functional. Transportation will be provided when possible.
 - **Modified School Schedules or Shared Campuses:** Double sessions (e.g., morning and afternoon cohorts) may be used in undamaged sites to accommodate displaced students from other sites.
 - **Distance Learning Options:** Where feasible, remote instruction (using online platforms or distributed learning packets) will continue for students who cannot return to campus due to safety, health, or transportation concerns.
 - **Hybrid Models:** A combination of in-person and remote learning may be used to reduce on-campus population density while ensuring continued learning.
 - **Outdoor or Temporary Classrooms:** Portable classrooms, large tents, or open-air structures may be deployed on safe grounds to accommodate instruction during infrastructure repairs.
3. **Considerations During Recovery**
 - **Mental Health and Social-Emotional Support:** Counseling services and trauma-informed practices will be integrated into the return process to support students and staff.
 - **Special Populations:** Continued accommodations will be ensured for students with disabilities, English learners, foster youth, and those experiencing homelessness.
 - **Communication and Family Engagement:** Regular updates will be provided to families on timelines, locations, and expectations. Surveys and community forums may guide decision-making.

REMOTE INSTRUCTION

TCSOS's remote instruction plan ensures that learning can continue safely and effectively during emergencies should in-person instruction not be available or limited due to an emergency. Through a combination of flexible delivery methods, targeted support, and strong communication, TCSOS is prepared to meet the educational needs of all students in any crisis scenario. As required, TCSOS remote instruction will align with *EC* sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs. To ensure uninterrupted learning during emergencies or disasters, TCSOS has developed a comprehensive remote instruction plan that is accessible and adaptable to various emergency scenarios, including natural disasters, infrastructure failures, or public health crises.

1. Activation of Remote Instruction

- **Emergency Declaration:** Remote instruction will be activated when it is determined that in-person instruction is unsafe or infeasible due to emergency conditions (e.g., wildfires, power outages, earthquakes, pandemics).
- **Communication with Stakeholders:** Families, students, and staff will receive clear and timely communication regarding the transition to remote learning, including schedules, access information, and available supports.

2. Instructional Delivery Models

- **Synchronous and Asynchronous Learning:** Instruction will be provided through a combination of:
 - Synchronous sessions (live video conferencing for lessons, check-ins, and group work)
 - Asynchronous activities (recorded lessons, online assignments, independent projects)
- **Learning Management Systems (LMS):** Learning Platforms will be used to deliver content, manage assignments, and facilitate communication between teachers and students.
- **Printed Packets:** For students lacking internet access or during prolonged power outages, printed learning materials will be distributed, with weekly check-ins from teachers.

3. Access and Equity

- **Device Distribution:** Laptops, tablets, and headphones will be loaned to students in need through a centralized checkout system.
- **Internet Access:** TCSOS will provide mobile hotspots or connect families to local internet assistance programs to ensure online access.
- **Language and Disability Support:** Instructional content will be accessible to students with disabilities and English learners through accommodations, modified materials, and interpreter services.

4. Attendance and Engagement

- **Daily Attendance:** Teachers will take attendance during live sessions or through engagement indicators such as assignment submission or check-ins.
- **Monitoring Participation:** Staff will monitor student engagement and follow up with families if students are not participating regularly. Outreach teams may conduct home visits or phone calls if needed.

5. Academic and Social-Emotional Support

- **Office Hours and Tutoring:** Teachers will offer virtual office hours and small-group tutoring sessions to support student learning.
- **Mental Health and SEL Integration:** Counseling services and social-emotional learning activities will be integrated into remote instruction to address student well-being.

6. Communication and Feedback

- **Family Support:** Help desks, digital literacy workshops, and multilingual support lines will be available to assist families in navigating remote learning.
- **Regular Updates:** Weekly updates will be provided by school and district leaders to keep families informed of instructional expectations, changes, and available resources.

ACCESS TO INSTRUCTIONAL MATERIALS

TCSOS is committed to maintaining instructional access for every student, regardless of location or circumstance, during emergency events. By providing both digital and non-digital materials through a range of secure and accessible methods, students will remain connected to learning. Remote instruction will ensure all students will continue to have access to high-quality instruction during emergency situations. TCSOS will implement a flexible and equitable distribution system for both digital and non-digital learning materials tailored to student and family needs.

1. Distribution of Digital Materials

- **Online Learning Platforms:** Students will receive digital materials through school-supported platforms. These systems will house lessons, assignments, instructional videos, and teacher communications.
- **Device Deployment:** TCSOS will distribute laptops, tablets, and necessary accessories (headphones, chargers) to students without access to a personal device at home. Devices will be assigned through a centralized checkout system managed by TCSOS IT staff.
- **Internet Access Support:** Mobile Wi-Fi hotspots will be loaned to families in need. TCSOS will also assist families in accessing local or statewide internet subsidy programs to support remote learning.
- **Digital Literacy Support:** Guides, video tutorials, and live help desks will be available to help families navigate digital tools. Bilingual resources will be provided to ensure accessibility for non-English-speaking households.

2. Distribution of Non-Digital Materials

- **Printed Learning Packets:** For students without reliable internet or technology, teachers will prepare printed packets containing:
 - Weekly assignments
 - Lesson instructions
 - Enrichment activities
 - Accommodated or modified materials as required by IEPs or 504 Plans
- **Pick-Up and Drop-Off Locations:** Designated program sites and community hubs (e.g., libraries, meal distribution centers, churches) will serve as locations for families to pick up and return non-digital materials.
- **Home Delivery:** For students in rural or inaccessible areas, TCSOS will coordinate with transportation staff and community partners to deliver printed materials and essential supplies directly to students' homes.
- **Accessible Formats:** Materials will be available in large print, Braille, translated languages, or other required formats to meet the needs of students with disabilities and English learners.

3. Health and Safety Protocols - All materials (devices, packets, supplies) will be handled and distributed in accordance with public health guidance to ensure the safety of students, staff, and families.

4. Ongoing Communication and Support

- **Family Notification:** Families will be notified through multiple channels (text, email, calls, social media) about when, where, and how to receive instructional materials.
- **Follow-Up:** Teachers and support staff will check in regularly with families to ensure materials are received, understood, and effectively used for continued learning.

ACCESS TO SCHOOLWORK

TCSOS ensures that all students, regardless of their access to technology or location, have clear, equitable processes for accessing and submitting schoolwork. Through the use of user-friendly digital platforms and offline alternatives, students will remain engaged, supported, and accountable throughout emergency-related instructional disruptions. TCSOS has developed a clear and accessible system for students to receive, complete, and submit schoolwork using both digital platforms and offline alternatives when necessary.

1. **Digital Platforms for Instructional Access and Submission** - TCSOS schools will utilize a consistent set of age-appropriate learning management systems (LMS) to ensure all students and teachers have a reliable way to share assignments, track progress, and communicate. Each platform will include access to:
 - Lesson plans and learning objectives
 - Classwork, homework, and assessments
 - Instructional videos or recorded lessons
 - Teacher announcements and feedback tools
2. **Submission and Feedback Processes**
 - **Digital Submission:** Students will upload completed work directly to the LMS, where teachers can review, comment, and grade submissions.
 - **Asynchronous and Synchronous Flexibility:** Platforms support both real-time collaboration and flexible submission windows, accommodating different home schedules and access limitations.
 - **Email and Shared Drives (Back-up Options):** Students may also submit assignments via email or shared Google Drive folders if needed, particularly during internet instability.
3. **Offline Submission Options**
 - **Printed Packet Return:** For students receiving printed instructional materials, completed work can be returned:
 - To designated school drop-off sites
 - Through school transportation delivery/pickup routes
 - During scheduled weekly exchanges at meal distribution or community hubs
 - **Photo Submissions:** Students with mobile phones may take and send photos of completed paper assignments through email, text message, or uploads to school platforms.
4. **Student and Family Support**
 - **Training and Tutorials:** Guides, training videos, and live technical support will be provided for students and families to navigate platforms effectively. Support will be offered in multiple languages.
 - **Digital Literacy Support:** Teachers and support staff will provide instruction on how to access assignments, submit work, and use built-in accessibility tools (e.g., text-to-speech, translation features).
5. **Monitoring and Engagement**
 - **Assignment Tracking:** Teachers will use LMS tools to monitor assignment completion and follow up with students who are missing work or need additional help.
 - **Feedback and Grading:** Teachers will provide timely feedback on submitted work and maintain grading practices aligned with district guidelines during remote or hybrid instruction.

Technology

Solidify and strengthen technology readiness for educators and students to support a pivot from in-person to remote learning through independent study.

TCSOS is fully committed to ensuring technology readiness for all students and educators. By aligning digital resources, device access, connectivity solutions, and early implementation of independent study agreements, the district is prepared to maintain high-quality learning experiences across any instructional setting. TCSOS has established a comprehensive technology readiness strategy to support a smooth transition from in-person instruction to remote learning through independent study.

1. Early Access to Independent Study Agreements

- **Proactive Planning:** TCSOS will ensure that Independent Study Written Agreements are prepared and available in advance for students who may need to transition to remote learning due to emergencies.
 - **Digital and Paper-Based Options:** Agreements will be made available in both digital and printed formats and can be signed electronically or in person, ensuring compliance and flexibility for all families.
 - **Language Access and Support:** Bilingual liaisons or interpreters will be available to assist families in understanding agreements and related documents as well as their rights and responsibilities.
2. **Online Access to Assignments and Academic Resources**
 - **LMS:** Students and teachers will use consistent online platforms to access:
 - Daily assignments
 - Instructional videos
 - Academic resources
 - Feedback and grades
 - **Digital Curriculum Integration:** Standards-aligned digital resources, including textbooks, enrichment tools, and adaptive learning programs, will be accessible online to support independent study goals.
 3. **Assignment and Distribution of Devices**
 - **One-to-One Device Readiness:** TCSOS maintains a districtwide inventory to support one-to-one device assignment. Chromebooks or tablets will be provided to every student who needs one for remote instruction.
 - **Device Checkout and Support:** Devices will be distributed through coordinated pick-up events at school sites or delivered to students without transportation. Technical support will be offered via help desk and virtual support appointments.
 4. **Access to Internet and Connectivity**
 - **Wi-Fi Hotspots:** TCSOS will loan portable Wi-Fi hotspots to students in households without reliable internet access. Priority will be given to underserved and rural communities.
 - **Community Wi-Fi Access Points:** In collaboration with local libraries, civic centers, and community partners, Wi-Fi access points will be established in high-need areas.
 - **Internet Assistance Resources:** Families will receive guidance on available low-cost or subsidized internet programs offered by local service providers.
 5. **Online Instructional Platforms for Educators**
 - **Professional Development and Training:** Teachers will receive training in the use of online platforms, digital tools for instruction and assessment, and best practices for engaging students in independent study.
 - **Collaboration Tools:** Staff will use collaborative platforms to plan, deliver instruction, communicate with families, and monitor student progress.
 6. **Student and Family Readiness**
 - **Onboarding and Orientation:** Families and students will be provided with orientation sessions – virtually or in-person – on how to use platforms, access assignments, and submit work.
 - **Multilingual and Accessible Materials:** Instructional guides and tech support will be available in multiple languages and accessible formats to support all learners, including students with disabilities and English learners.

Access

Ensure instruction is equitable, accessible, and inclusive.

TCSOS is committed to removing barriers and ensuring educational access for every student. All recovery and instructional continuity plans will maintain uninterrupted access to instructional resources during emergency-related school closures or disruptions to normal instruction.

1. Students with Disabilities (SWD)

- **IEP and 504 Plan Implementation:** Special education services will continue through virtual or in-person means, as feasible. IEP teams will reconvene as needed to adjust service delivery based on current conditions.
- **Accessible Materials:** Instructional materials will be provided in accessible formats (e.g., large print, Braille, digital tools with screen-reader compatibility).
- **Specialized Staff Support:** Case managers, special education teachers, and related service providers will maintain regular contact with students and families to support learning goals and modifications.

2. Students Experiencing Homelessness

- **Immediate Outreach:** The district homeless liaison will make direct contact with displaced families to identify barriers and connect them with emergency resources and learning supports.
- **Device and Connectivity Access:** Priority will be given to ensuring students have laptops/tablets and internet access through mobile hotspots or community access points.
- **Flexible Learning Models:** Alternative schedules or learning kits will be provided if digital participation is not immediately feasible.

3. Foster Youth

- **Case Management Coordination:** Educational rights holders and social workers will be included in communications and decision-making regarding learning plans.
- **Stable Learning Placement:** Efforts will be made to maintain school stability, even if the student is relocated due to the emergency.
- **Targeted Supports:** Foster youth will be offered check-ins by designated staff to ensure academic engagement and address social-emotional needs.

4. English Learner (EL) Students

- **Language Access:** Instructional materials and communication will be available in students' primary languages, and translation services will be provided for families.
- **Designated Language Instruction:** EL services, including ELD programs, will continue through online platforms, bilingual instruction, or instructional packets tailored to language development.
- **Family Engagement:** Bilingual liaisons or interpreters will support communication with families regarding expectations, schedules, and resources.

5. Resource Delivery and Monitoring

- **Device and Material Distribution:** Learning devices, printed materials, and supplies will be distributed via school sites, delivery routes, or community hubs. Delivery will be prioritized for students in greatest need.
- **Instructional Support Services:** Counseling, tutoring, and mentorship will remain available remotely or at designated safe locations.
- **Tracking Participation:** Attendance and engagement data will be monitored by student support teams to proactively identify and assist disengaged students.

INDIVIDUALIZED EDUCATION PLANS (IEP)

Through a combination of flexible service delivery, collaboration, and ongoing communication, TCSOS will ensure the rights and needs of students with disabilities are upheld. IEP services will be faithfully implemented and students with disabilities will receive consistent educational opportunities during any period of instructional disruption. IEP services will be maintained and adapted during emergencies that impact regular instruction in the following manner.

1. **Commitment to IDEA Compliance** - During any disruption to regular instruction, students with IEPs will continue to receive Free Appropriate Public Education (FAPE), access to the general education curriculum, and progress monitoring toward IEP goals.
2. **Continuation of Special Education Services**

- **Service Delivery Models:** Special education services will continue through remote, in-person, or hybrid models depending on the nature of the disruption and student access. This includes:
 - Speech and language services
 - Occupational therapy
 - Counseling
 - Academic support
 - **Adapted Materials and Accessibility:** Instructional resources will be provided in formats that meet students' specific accommodations and modifications, including assistive technology where applicable.
 - **Related Services and Compensatory Support:** If services cannot be delivered as outlined in the IEP, teams will determine appropriate compensatory education to address any regression or missed services.
- 3. Virtual IEP Meetings and Reviews**
- **IEP Team Meetings:** Meetings will continue via secure video conferencing or phone calls to review goals, progress, and service adjustments.
 - **Parent Participation:** Parents and guardians will be provided with timely notice and language access services to fully participate in the IEP process.
 - **Amendments and Revisions:** If instructional delivery changes due to an emergency, IEPs will be amended (with parental consent) to reflect temporary service models and methods of instruction.
- 4. Coordination and Monitoring**
- **Case Managers:** Each student will be assigned a case manager to coordinate services, maintain regular communication with families, and monitor student progress.
 - **Documentation:** All services provided, changes made, and communications with families will be documented in accordance with legal and procedural requirements.
 - **Progress Reporting:** Parents will continue to receive periodic updates on student progress toward IEP goals on the same schedule as report cards.
- 5. Collaboration with General Education -** Special education staff will continue to collaborate with general education teachers to ensure that students with IEPs receive the appropriate supports and accommodations in all instructional settings, including virtual classrooms or alternative sites.

ENGLISH LEARNERS (EL)

In alignment with the California English Learner Roadmap, TCSOS will ensure that EL students continue to receive linguistically and academically rigorous instruction as outlined by the following specific actions to maintain instructional continuity.

- 1. Principle One: Assets-Oriented and Needs-Responsive Schools –** Bilingual resources and supports will be integrated into learning platforms.
- 2. Principle Two: Intellectual Quality of Instruction and Meaningful Access**
 - **Designated ELD:** EL students will continue to receive daily, structured English Language Development instruction via in-person, virtual, or hybrid formats.
 - **Integrated ELD:** General education teachers will continue to embed language development strategies in all subject areas, supported by professional learning and coaching.
 - **Differentiation:** Lessons will be scaffolded to accommodate varying proficiency levels, with supports such as visuals, glossaries, sentence frames, and translated materials.
- 3. Principle Three: System Conditions That Support Effectiveness –** TCSOS will provide:
 - Professional Development for teachers to implement effective virtual and in-person ELD strategies.
 - Technology Access including devices and connectivity for EL students and families.
 - Bilingual support available for meetings and calls regarding emergency and instructional updates.

4. Principle Four: Alignment and Articulation Within and Across Systems

- **Progress Monitoring:** EL progress in language acquisition will continue to be assessed through formative tools, with timely feedback and adjustments to instruction.
- **Intervention Supports:** Additional small group or individual support will be available for students at risk of falling behind.
- **Parent Engagement:** EL families will receive training and outreach (virtual or in-person) on how to support learning at home and how to use online platforms.

5. Additional Actions for Continuity

- **Digital and Print Learning Materials:** Materials will be adapted for EL accessibility and distributed to students who lack reliable internet access.
- **Community Liaison Outreach:** Bilingual staff will conduct regular check-ins to ensure EL students are engaged and attending.
- **Summer and Extended Learning Opportunities:** When feasible, supplemental programs will be offered to support ongoing language development and academic growth.

Professional Learning

Provide educators with regular training on the tools, platforms, and strategies necessary if an LEA must pivot to remote instruction and assessment through independent study.

To ensure instructional continuity and high-quality teaching practices in the event of a transition from in-person to remote instruction, TCSOS is committed to equipping educators with the skills, tools, and confidence needed to deliver effective online learning and assessments. This includes offering ongoing professional learning opportunities and access to curated resources before and during emergency shifts. TCSOS's professional learning framework ensures that all educators are prepared to deliver high-quality, engaging instruction and assessment in a remote environment.

1. Ongoing Professional Learning Opportunities

- **Preemptive and Responsive Training:** TCSOS will offer proactive training throughout the school year and targeted support during emergency transitions to help educators pivot to independent study, remote instruction, or hybrid learning.
- **Virtual and In-Person Formats:** Professional development sessions will be offered in multiple formats, including webinars, self-paced online modules, and in-person workshops, to accommodate educators' schedules and locations.
- **Platform-Specific Training:** Teachers will receive training on using district-adopted digital platforms.

2. Instructional Strategies and Pedagogical Support

- **Remote and Hybrid Teaching Strategies:** Professional learning will emphasize effective pedagogies for online learning environments, including:
 - Engaging virtual instruction
 - Differentiated digital assignments
 - Virtual classroom management
 - Formative assessment in remote settings
- **Lesson Design and Curriculum Integration:** TCSOS will provide support on adapting current curriculum into flexible, standards-aligned lessons that can transition between in-person and remote modalities.

3. Curated Professional Learning Resources: TCSOS educators will have access to high-quality instructional and professional development materials, including CDE Guidance and Toolkits and digital learning integration guidance and subject-specific resources aligned with California standards.

4. Coaching and Peer Collaboration

- **Instructional Coaches and Technology Leads:** TCSOS will deploy subject specialist coordinators and teacher leaders to provide just-in-time coaching, model virtual lessons, and offer troubleshooting assistance.

- **Professional Learning Communities (PLCs):** Teachers will collaborate through PLCs to share strategies, co-plan lessons, and analyze student work in a remote environment.
- 5. Assessment Support and Training**
- **Remote Assessment Tools:** Educators will receive training on administering and interpreting assessments virtually, including diagnostic tools, progress monitoring instruments, and tools for reading risk screening (as required under *EC* Section 53008).
 - **Data-Informed Instruction:** Staff will be trained to use digital platforms to track student progress, adjust instruction, and provide timely feedback to students and families.

Well-Being

Draw on the CSSP guidelines aligned with EC Section 32282.1(a) to provide access to physical and mental health professionals, and community intervention professionals, including those who speak languages other than English.

ACCESS TO HEALTH PROFESSIONALS

TCSOS recognizes that student learning and well-being are inseparable. By ensuring access to multilingual physical and mental health professionals and embedding wellness into our instructional continuity framework, we are committed to supporting every student's ability to thrive—academically, physically, and emotionally—during emergencies and recovery. To maintain instructional continuity and support the overall well-being of students during and after emergencies, TCSOS is committed to providing timely access to physical and mental health services, including professionals who serve students and families in languages other than English.

1. Access to Physical Health Services

- **School Nurse Availability:** School nurses will remain available in person (as sites reopen) and through telehealth or phone consultations to address student medical needs, manage chronic conditions, and provide health-related guidance.
- **Health Screenings and Referrals:** TCSOS will coordinate with local health agencies and clinics to provide vision, hearing, and general health screenings at temporary school sites or community locations as needed.
- **Immunization and Preventive Care Support:** Outreach and referral support will be offered to ensure students remain in compliance with immunization and wellness requirements for school attendance.

2. Access to Mental and Behavioral Health Services

- **School-Based Mental Health Staff:** School psychologists and counselors will support students through:
 - Individual and group counseling (in person or via secure virtual platforms)
 - Crisis response and trauma-informed interventions
 - Social-emotional learning integration in classroom instruction
- **Community Mental Health Partnerships:** TCSOS will maintain and activate agreements with local providers to expand access to clinical services, case management, and wraparound support.

3. Multilingual Services – Where necessary, interpretation services will be coordinated for student and family interactions.

4. Coordination with Instructional Continuity

- **Integrated Support Teams:** Mental health professionals will collaborate with educators to identify at-risk students, create support plans, and integrate well-being into instructional practices.
- **Wellness Check-Ins:** Regular check-ins will be conducted for vulnerable students (e.g., those with disabilities, English learners, foster or homeless youth) to assess both academic engagement and emotional well-being.

- **Family Engagement:** Families will receive guidance on recognizing stress in children, accessing local resources, and promoting emotional resilience during instructional disruptions.

ACCESS TO ESSENTIAL RESOURCES

TCSOS prioritizes student safety and continuity of care in every emergency response. TCSOS has established protocols to ensure access to essential resources such as back-up power, potable water, and student medications to ensure that instructional and health services can continue safely and effectively, even under adverse conditions

1. Back-Up Power Systems

- **Generators at Critical Sites:** TCSOS will maintain or coordinate access to portable or fixed generators at priority school sites and alternative learning locations to ensure continuation of essential services (e.g., lighting, communication systems, refrigeration of medications) and to support heating/cooling systems when necessary.
- **Energy Redundancy Planning:** In coordination with county emergency services, TCSOS will identify facilities with reliable backup energy infrastructure and designate them as emergency hubs or temporary instructional sites.
- **Technology Support:** Emergency charging stations and backup batteries will be available for critical communication devices and assistive technologies used by students with special needs.

2. Access to Clean Water

- **On-Site Emergency Water Supplies:** Each site will store a minimum emergency supply of bottled drinking water per student and staff member (in accordance with state emergency preparedness guidelines).
- **Water Distribution Partnerships:** In coordination with local emergency agencies and utility providers, TCSOS will activate delivery and distribution of clean water to school sites or community access points as needed.
- **Sanitation Provisions:** Additional portable sanitation units and handwashing stations will be deployed if regular water systems are inoperable.

3. Access to Student Medications

- **Medication Storage and Documentation:** TCSOS ensures that all student medications stored at school sites are properly labeled, secured, and accompanied by updated medical orders and emergency action plans.
- **Transport and Access Protocols:** In the event of relocation or extended closures, medications will be transported securely to temporary school sites and access to medications will be coordinated through designated school nurses or trained staff.
- **Emergency Medication Supplies:** Schools will maintain basic first aid kits, emergency epinephrine, and other commonly prescribed emergency medications, in compliance with state health regulations.
- **Coordination with Public Health and Emergency Services:** TCSOS will coordinate with Tuolumne County OES, Public Health, fire, EMS, and disaster relief organizations to ensure real-time response and delivery of critical resources when school operations are impacted.

Support Services

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

TCSOS is committed to maintaining and adapting core student support services – such as special education, counseling, after-school programming, and food services – across virtual, hybrid, or in-

person instructional models. By adapting delivery models, strengthening community partnerships, and prioritizing access, TCSOS ensures that no student is left behind during emergency-related disruptions.

1. Special Education Services

- **IEP Implementation:** All services outlined in a student's Individualized Education Program (IEP) will continue with modifications as needed for remote or hybrid environments. This includes academic support, speech and language therapy, occupational therapy, and counseling.
- **Virtual Service Delivery:** When in-person delivery is not possible, services will be provided via secure video conferencing, phone sessions, or asynchronous instructional materials tailored to the student's needs.
- **Parent and Student Support:** Special education case managers will maintain regular contact with families to ensure IEP goals are addressed and accommodations are implemented, providing training and assistance as needed for digital tools.

2. Counseling and Mental Health Services

- **Virtual Counseling Access:** School counselors and psychologists will offer individual and group counseling sessions through secure platforms.
- **Crisis Response:** TCSOS will activate mental health crisis teams and collaborate with county behavioral health providers to support students experiencing trauma or mental health challenges during an emergency.
- **Social-Emotional Learning (SEL):** SEL lessons and check-ins will be embedded in classroom routines, both in-person and virtually, to help students manage stress and build resilience.

3. After-School and Enrichment Programs

- **Modified Programming:** Enrichment activities will continue through virtual platforms or in small in-person cohorts as conditions allow.
- **Supervised Support Hubs:** When feasible, TCSOS will establish supervised learning hubs with extended hours to support students who need a safe space for after-school engagement and homework assistance.
- **Family Engagement:** Activity kits and virtual events will be shared with families to encourage continued learning and connection outside of core school hours.

4. Kitchens and Food Services

- **Meal Distribution:** TCSOS will coordinate with schools and food service providers to ensure students continue to receive nutritious meals during closures or modified schedules.
- **Inclusive Access:** Meal distribution will accommodate students with dietary restrictions and those in foster care, experiencing homelessness, or without access to cooking facilities.

5. Cross-Service Coordination

- **Service Integration Teams:** Multi-disciplinary teams will meet regularly to coordinate support across services, identify students in need, and avoid gaps in access.
- **Communication and Language Access:** All service updates will be communicated in families' primary languages, with interpreter services available for meetings or outreach.
- **Monitoring and Feedback:** TCSOS will collect input from students, families, and staff to continuously improve the effectiveness of support services during emergencies.

Return to Site-Based Learning

Specify conditions that must be met prior to returning from disruption, including reopening sites. The conditions can include proposed supports or mitigations where possible.

TCSOS is committed to a safe, well-coordinated, and student-centered return to school following any disruption. Reopening will only proceed when all required health, safety, and operational conditions are met, and when the district can fully support the academic and social-emotional needs of every student. To ensure the safe and effective return to in-person instruction following a disruption due to an

emergency or disaster, TCSOS has established a clear set of criteria that must be met prior to reopening school sites and resuming regular operations.

1. Facility Safety and Operational Readiness

- **Structural and Environmental Safety:** All sites must be inspected and cleared by appropriate local authorities (e.g., building inspectors, fire department, health officials) to confirm that facilities are structurally sound and free from hazards such as smoke, mold, flooding, or fire damage.
- **Utility Restoration:** Critical services, including electricity, heating/cooling, clean water, sewage, and internet connectivity, must be fully restored and functional.
- **Sanitation and Hygiene Readiness:** Sites must be cleaned and disinfected, with adequate supplies of soap, hand sanitizer, and personal protective equipment (PPE) as appropriate.

2. Health and Safety Clearance

- **Public Health Approval:** TCSOS will follow guidance from county and state public health departments to determine when it is safe to reopen. This includes monitoring for communicable disease outbreaks, air quality index (AQI), and other environmental health factors.
- **Safety Protocols in Place:** Sites must have updated health and safety procedures ready, such as isolation areas for sick individuals, contact tracing protocols, and access to first aid or emergency medical care.

3. Staff Availability and Readiness

- **Personnel Capacity:** Sufficient numbers of teachers, administrators, support staff, transportation workers, and food service personnel must be available to operate each site safely and effectively.
- **Staff Training:** All returning staff will be briefed and trained on any updated emergency response protocols, student support procedures, and instructional adjustments.

4. Transportation and Nutrition Services

- **Transportation Routes:** Bus routes and transportation services must be reestablished and evaluated for safety, especially in areas affected by road closures, debris, or hazardous conditions.
- **Food Service Operations:** Kitchens and cafeterias must be ready to resume meal preparation and service, with contingency plans in place for grab-and-go or classroom-based meal delivery if necessary.

5. Communication and Notification

- **Family and Staff Notification:** All families, students, and staff will be informed in advance about reopening timelines, safety measures, transportation arrangements, and any changes to schedules or procedures.
- **Language Access:** All communication will be provided in the primary languages spoken in the community and will include options for contacting staff with questions or concerns.

6. Student and Family Support Structures

- **Social-Emotional and Academic Reentry Plans:** Sites will implement reentry activities focused on reconnecting students, rebuilding routines, and assessing academic and emotional needs.
- **Support for Vulnerable Populations:** Plans will be in place to ensure smooth transitions for students with disabilities, English learners, foster youth, and students experiencing homelessness.

Additional Information

SITE-BASED COLLABORATION

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

TCSOS actively involves administrators, staff, students, and parents in the development and implementation of its safety and instructional plans to ensure it is responsive, inclusive, and effective. Collaboration on the plan will occur in with the review and update of the CSSP. In regards to the ICP, school and district administrators contributed to shaping the structure of the plan and coordinating logistics for instructional delivery and emergency response. Teacher and support staff will help to identify essential standards, instructional strategies, and student support needs, ensuring the plan aligns with classroom realities. TCSOS IT staff will provide expertise in selecting and maintaining platforms, devices, and connectivity solutions to support digital learning. Input from students and families are gathered through the School Site Council, surveys, and Board meetings to help identify barriers to access and engagement. This collaborative process ensures that the ICP reflects the needs and strengths of the entire school community and promotes shared ownership of its success.

INTEGRATION WITH COMPREHENSIVE SCHOOL SAFETY PLAN (CSSP)

The TCSOS ICP is part of the overall CSSP, as required by SB 153, to ensure a coordinated and holistic approach specifically addressing how instruction, student support services, and communication will continue during and after emergencies or school closures. This integration aligns with *EC* Section 32282 and ensures that all elements (academic continuity, access to technology, social-emotional and mental health supports, and equitable services for vulnerable student populations) are embedded within the broader safety planning framework. By unifying the ICP and CSSP, TCSOS ensures that instructional resilience is fully aligned with operational safety, making both plans more effective and actionable in times of crisis. The locally-adopted TCSOS CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

REVIEW AND UPDATES OF THIS INSTRUCTIONAL CONTINUITY PLAN (ICP)

This ICP is reviewed and updated on an annual basis in conjunction with the CSSP and in collaboration with Educational Partners. The review process incorporates lessons learned from past emergencies, feedback from stakeholders, and updates to state or federal guidance. Mid-year adjustments may be made as needed in response to changing conditions or identified gaps. This ongoing review ensures the ICP remains relevant, effective, and responsive to the needs of all students. The ICP is reviewed, updated, and revised in conjunction with the CSSP and approved by the Tuolumne County Board of Education by March 1 of each year.

PLAN RESOURCES

The plan was developed with resources, information, and guidance from the California Department of Education's webpage on Instructional Continuity Plan Guidance. The page can be accessed through the following link: <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Specifically, this plan was aligned with the best practices available on the CDE ICP website to ensure the plan provides a cogent approach to instructional continuity.

SAFETY PLAN APPENDICES

CONFIDENTIAL

Not for Public Viewing

Confidential document related to TCSOS's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

32281(f)(1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its schoolsite council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the schoolsite. The portions of a comprehensive school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) This subdivision does not preclude the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

Disclaimer

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the district. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor is intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

GENERAL APPENDICES

- A. Child Abuse Reporting Form
- B. Notice of Suspension
- C. Civility Policy and Incident Reporting Form
- D. Additional Resources

A. Child Abuse Reporting Form

Print		SUSPECTED CHILD ABUSE REPORT		Reset Form	
To Be Completed by Mandated Child Abuse Reporters Pursuant to Penal Code Section 11166				CASE NAME: _____	
PLEASE PRINT OR TYPE				CASE NUMBER: _____	
A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE
B. REPORT NOTIFICATION	☐ LAW ENFORCEMENT ☐ COUNTY PROBATION		AGENCY		
	☐ COUNTY WELFARE / CPS (Child Protective Services)				
	ADDRESS		Street	City	Zip
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS		Street	City	Zip
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS
	PHYSICALLY DISABLED? ☐ YES ☐ NO		DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO		OTHER DISABILITY (SPECIFY)
	IN FOSTER CARE? ☐ YES ☐ NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? ☐ YES ☐ NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK
	1. NAME		BIRTHDATE	SEX	ETHNICITY
	2. NAME		BIRTHDATE	SEX	ETHNICITY
	3. NAME		BIRTHDATE	SEX	ETHNICITY
	4. NAME		BIRTHDATE	SEX	ETHNICITY
D. INVOLVED PARTIES VICTIMS PARENTS/GUARDIANS SUSPECT	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS		Street	City	Zip
	HOME PHONE ()		BUSINESS PHONE ()		
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS		Street	City	Zip
	HOME PHONE ()		BUSINESS PHONE ()		
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS		Street	City	Zip
	TELEPHONE ()				
	OTHER RELEVANT INFORMATION				
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____				
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT		
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)				

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
 - **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

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

B. Notice of Suspension

NOTICE OF SUSPENSION

Date: _____ School: _____ Date of Incident: _____
TO THE PARENT/GUARDIAN OF: _____ Student ID #: _____

DOB: _____ Grade: _____ Gender: _____ Special Ed: ☐ Yes ☐ No Section 504: ☐ Yes ☐ No

Days suspended for this incident: _____ Start Date: _____ End Date: _____ Total days suspended this year: _____

Per EC 48900(s), students may be suspended or expelled for acts listed below which occur at any time, if the act is related to school activity or school attendance.

Your child is being suspended for violation of Education Code (EC) 48900:

- ☐ a.1 Caused, attempted to cause, or threatened to cause physical injury to another person.
- ☐ a.2 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, a controlled substance
- ☐ d. Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation.
- ☐ e. Committed or attempted to commit robbery or extortion.
- ☐ f. Caused or attempted to cause damage to school or private property.
- ☐ g. Stolen or attempted to steal school or private property.
- ☐ h. Possessed or used tobacco, or products containing tobacco or nicotine products.
- ☐ i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- ☐ j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- ☐ k. Disrupted school activities or otherwise willfully defied the valid authority of school personnel.
- ☐ l. Knowingly received stolen school or private property.
- ☐ m. Possessed an imitation firearm.
- ☐ n. Committed or attempted to commit a sexual assault or sexual battery.
- ☐ o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- ☐ p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- ☐ q. Engaged in, or attempted to engage in, hazing.
- ☐ r. Engaged in an act of bullying.
- ☐ 48900.2 Committed sexual harassment (Grades 4-12 only).
- ☐ 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only).
- ☐ 48900.4 Intentionally harassed, threatened, or intimidated, creating a hostile educational environment (Grades 4-12 only).
- ☐ 48900.7 Made terroristic threats against school officials and/or school property.

EC 48915(a)(1) requires a recommendation for expulsion for the following act committed by your child unless expulsion is found to be inappropriate due to the circumstances:

- ☐ A. Causing serious physical injury to another person, except in self-defense.
- ☐ B. Possession of a knife or other dangerous object.
- ☐ C. Unlawful possession of any controlled substance.
- ☐ D. Robbery or extortion.
- ☐ E. Assault or battery upon a school employee.

EC 48915(c) requires mandatory suspension and a recommendation for expulsion for the following act committed by your child:

- ☐ 1. Possessing, selling or otherwise furnishing a firearm.
- ☐ 2. Brandishing a knife at another person.
- ☐ 3. Unlawfully selling a controlled substance.
- ☐ 4. Committing or attempting to commit a sexual assault or sexual battery.
- ☐ 5. Possession of an explosive.

Narrative of the incident/supporting information: _____

Note: During this period of suspension, your child is not to come on or near any school campus, nor attend any school or district sponsored event or activity. Failure to adhere to this regulation will result in additional disciplinary action. It is a violation of the suspension terms to loiter on public streets without adult supervision during regular school hours. Supervision of the student during the suspension is the responsibility of the student's parent/guardian.

An informal conference was held with the student prior to the suspension: ☐ Yes ☐ No
Student was informed of the reason for suspension and was given opportunity to provide an explanation: ☐ Yes ☐ No

Parent notification by: _____ ☐ Phone ☐ Letter ☐ Conference ☐ Reasonable effort _____

Signature of Administrator/Designee: _____ Title: _____

Updated 1/9/13

NOTIFICACIÓN DE SUSPENSION

Fecha: _____ Escuela: _____ Fecha del Incidente: _____

AL PADRE/TUTOR DE: _____ ID # del Estudiante: _____

Fecha de Nacimiento: _____ Grado: _____ Sexo: _____ Educación Especial: ☐ Sí ☐ No Sección 504: ☐ Sí ☐ No

Días suspendido por este incidente: _____ Fecha empezando: _____ terminando: _____ Días en total suspendido este año: _____

Según CE 48900(s), los alumnos pueden ser suspendidos o expulsados en cualquier momento por los actos descrito abajo si el acto está relacionado con una actividad escolar o la asistencia a la escuela.

Su hijo está suspendido por violación del Código Educativo (CE) 48900:

- ☐ a.1 Causó, intentó causar, o amenazó con causar daño físico a otra persona.
- ☐ a.2 Uso premeditado de fuerza o violencia a una persona, excepto en defensa propia.
- ☐ b. Poseyó, vendió o de otra manera equipó con cualquier arma de fuego, cuchillo, explosivo u otros objetos peligrosos.
- ☐ c. Poseyó, usó, vendió, o de otra manera suministró ilegalmente o estaba drogado con, una sustancia controlada.
- ☐ d. Ofreció ilegalmente, arregló o negoció vender una sustancia controlada, bebida alcohólica, o cualquier tipo de estupefaciente, y después vendió, proporcionó, o de otra manera suministró a otra persona una imitación.
- ☐ e. Cometió o intentó cometer robo o extorsión.
- ☐ f. Causó o intentó causar daño a la escuela o a propiedad privada.
- ☐ g. Robó o intentó robar propiedad de la escuela o propiedad privada.
- ☐ h. Poseyó o usó tabaco, o productos que contiene productos de tabaco o nicotina.
- ☐ i. Cometió un acto obsceno o estuvo involucrado en actos habituales de profanidad o vulgaridad.
- ☐ j. Poseyó ilegalmente u ofreció ilegalmente, arregló, o negoció vender bienes parafernales.
- ☐ k. Interrumpió las actividades escolares o de otra manera desafió tercamente la autoridad válida del personal escolar.
- ☐ l. Recibió a sabiendas propiedad robada de la escuela o propiedad privada.
- ☐ m. Poseyó una arma de fuego de imitación.
- ☐ n. Cometió o intentó cometer un asalto sexual o agresión sexual.
- ☐ o. Acosó, amenazó o intimidó a un alumno que es testigo en un procedimiento disciplinario.
- ☐ p. Ofreció, arregló vender, negoció vender, o vendió ilegalmente la droga Soma.
- ☐ q. Tomó parte en, o intentó tomar parte en novatadas.
- ☐ r. Tomó parte en un acto de hostigamiento.
- ☐ 48900.2 Cometió acoso sexual (Solo grados 4-12).
- ☐ 48900.3 Causó, intentó causar, amenazó con causar, o participó en un acto de violencia por odio (Solo grados 4-12).
- ☐ 48900.4 Tomó parte adrede en acoso, amenaza o intimidación, creando un ambiente educativo hostil (Solo grados 4-12).
- ☐ 48900.7 Hizo amenaza terrorista contra los oficiales escolares y/o la propiedad de la escuela.

CE 48915(a)(1) obliga la recomendación para la expulsión por la siguiente violación cometido por su hijo, a menos que se encuentre que la expulsión es poco apropiada debido a una circunstancia particular:

- ☐ A. Causar herida física grave a otra persona, excepto en defensa propia.
- ☐ B. Posesión de cualquier cuchillo u otro objeto peligroso.
- ☐ C. Posesión ilegal de cualquier sustancia controlada.
- ☐ D. Robo o extorsión.
- ☐ E. Asalto o agresión contra un empleado de la escuela.

CE 48915(c) obliga la suspensión y recomendación para la expulsión por la siguiente violación cometido por su hijo:

- ☐ 1. El poseer, vender, o de otra manera equipar con un arma de fuego.
- ☐ 2. Blandir un cuchillo a otra persona.
- ☐ 3. Vender ilegalmente una sustancia controlada.
- ☐ 4. Cometer o intentar cometer un asalto o agresión sexual.
- ☐ 5. Posesión de un explosivo.

Narrativa del Incidente/Información de Apoyo: _____

Aviso: Durante este período de suspensión su hijo no podrá estar en o acercarse a ningún plantel ni podrá asistir a ninguna actividad auspiciada por el distrito o la escuela. Falta de adhesión a este reglamento puede resultar en acción disciplinaria adicional. Es una violación de las condiciones de la suspensión perder el tiempo en las calles públicas sin supervisión de un adulto durante las horas de escuela. La supervisión del estudiante durante la suspensión es la responsabilidad del padre/tutor del estudiante.

Tuvo una conferencia informal con el alumno antes de asignar la suspensión: ☐ Sí ☐ No

El alumno fue avisado de la razón para la suspensión y tenía la oportunidad de proveer una explicación: ☐ Sí ☐ No

Padre notificado por: _____ ☐ Teléfono ☐ Carta ☐ Conferencia ☐ Esfuerzos razonables _____

Firma del Administrador/Designado: _____ Puesto: _____

Updated 1/9/13

C. Civility Policy and Incident Reporting Form



CIVILITY POLICY

Members of the Tuolumne County Superintendent of Schools Office (TCSOS) staff will treat parents and other members of the public with respect and expect the same in return. TCSOS is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among District employees, parents and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting TCSOS employees as positive role models to the children in county programs, as well as in the community, TCSOS encourages positive communication, and discourages volatile, hostile or aggressive actions. TCSOS seeks public cooperation with this endeavor.

(cf. 5137 Positive School Climate)

Disruptions

1. Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of students or staff; willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on TCSOS property, will be directed to leave the property promptly by the Site Administrator or designee.
2. If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the employee will verbally notify the abusing party that the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on TCSOS premises, the offending person will be directed to leave promptly.
3. When an individual is directed to leave under such Paragraph 1 or 2 circumstances, the Site Administrator or designee shall inform the person that he/she will be guilty of a misdemeanor in accordance with California Education Code 44811 and Penal Codes 415.5 and 626.7, if he/she reenters any district facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. If an individual refuses to leave upon request or returns before the applicable period of time, the Site Administrator or designee may notify law enforcement officials. An Incident Report (copy attached) should be completed for the situations as set forth in paragraphs 1 and 2.

(cf. 3515 Disruptions)

(cf. 5131.4 Student Disturbances)

(cf. 9323 Meeting Conduct)

CIVILITY POLICY (Continued)

Safety and Security

4. The Superintendent or designee will ensure that a safety and/or crisis intervention technique program is provided in order to raise awareness on how to deal with these situations if and when they occur.
5. When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their principal or supervisor and complete an Incident Report. Employees and supervisors should complete an Incident Report and report to law enforcement any attack, assault or threat made against them on School/District premises or at School/District sponsored activities.
6. An employee whose person or property is injured or damaged by willful misconduct of a student, may ask the district to pursue legal action against the student or the student's parent/guardian.

Documentation

7. When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of occurrence. The employee will immediately notify his/her supervisor and provide a written report of the incident on the attached form.

Legal Reference:

Education Code

33210 Disturbing School

44014 Assault on Personnel

44810 Person on School Grounds

44811 Insults and Abuses

Penal Code

43.5 Arrest on School Grounds

415.5 Fighting on School Grounds

626.8 Entry of School by Person not on Lawful Business

627.7 Refusal to Leave School Grounds

Policy Approved: October 24, 2012



CIVILITY INCIDENT REPORT

Name _____ Site: _____ Date: _____

Date and Time of Incident (approximate) _____

Location of Incident (office, classroom, hallway, etc...) _____

Name of Person you are reporting (if known) _____

Is this person a parent/guardian or a relative to a student at TCSOS? yes no

Did you feel your well being/safety was threatened? yes no

Were there any witnesses to this incident? yes no

Name of Witness(es) _____

Were the police contacted? yes no

Below, please describe what happened:

If you need additional space use the back side of this form, thank you

Signature of person completing this form

A copy of this incident report should be sent to the Program Administrator and Superintendent

D. Additional Resources

1. Expelled Youth Plan

Plan can be found on the following webpage: https://www.tcsos.us/wp-content/uploads/Plan-for-Expelled-Youth-2024-2027-BA-6_24_24.pdf.

2. Injury and Illness Prevention Program

Plan can be found on the following webpage: <https://www.tcsos.us/wp-content/uploads/TCSOS-IIPP-01222020-rfsrev2-1.pdf>.