

**Citrus College Community College District 1000**  
**W. Foothill Blvd, Glendora, CA 91741**  
**Academic Senate Council Agenda**

**Wednesday, November 26<sup>th</sup>, 2025**

**2:40p.m.-4:00p.m. Hayden Hall 101**

**Quorum: 17**

**OFFICERS**

President: Lisa Villa

Vice President: Renee Liskey

Past President: Jim Woolum

Secretary: Roberto Loya

Treasurer: Priscilla Englert

CCFA Liaison: Greg Lipp

CTE Liaison: Dawn Brewster

Curriculum Chair: Michelle Plug

**SENATORS**

- **ASCC:** Victoria Mucha; Jason Avendano
- **At-Large:** Jennifer Miller-Thayer; Ann Everett, Anthony Giammalva (spring, 2026)
- **Business and Accounting:** Vacant
- **Career and Technical Education:** Alexis Dea; Dave Brown
- **CCAFF:** Bill Zeman; Lakhysa Greene/Katherine Culliver-Carter
- **Counseling:** Raul Sanchez; Michelle Hernandez
- **Health Sciences:** Sonia Kibbe
- **Kinesiology:** Andrew Wheeler
- **Language Arts:** Becky Rudd; Nichole Ary
- **Library:** Sarah Bosler/Elizabeth Cook
- **Mathematics:** Claudia Ramirez
- **Natural and Physical Sciences:** Denise Kaisler; Arnold Kondo
- **Noncredit Programs:** Dania Rosales Fernandez
- **Social and Behavioral Sciences:** Senya Lubisich; Chris Styles
- **Visual and Performing Arts:** Catie Besancon/ Dan Volonte; Marius Beltran

*ATTENDANCE VIA ZOOM FOR SENATORS DOES NOT COUNT AS VOTING MEMBERS  
UNLESS OTHERWISE VOTED ON.*

## CALL TO ORDER

Renee Liskey – Set Agenda

**MINUTES APPROVAL from 11/12/2025**

## SUPERINTENDENT/PRESIDENT REPORT

## PUBLIC FORUM

*This is intended for guests and non-members who are not part of the Senate representative body. Public input is limited to five (5) minutes per person, so that everyone who wishes to speak to the Senate has an opportunity to speak, and so the Senate can conduct its business in an efficient manner. Items shared may not be brought into discussion at this time, and general announcements are reserved for the Announcements portion at the end of the meeting.*

### Action Items

- BP 1200 Mission

### New Business

- AP 3727 Information and Communications Technology Accessibility

### Old Business

- Edit to Bylaws/Constitution regarding FNIC committee faculty
- AP 3500 Campus Safety
- AP 3505 Emergency Response Plan
- AP 3516 Registered Sex Offender Information
- AP 3520 Local Law Enforcement

### Desk Review- No Changes

- BP 3540 Sexual and Other Assaults
- AP 5052 Open Enrollment

### Revised

- AP 3540 Sexual and Other Assaults
- BP 5020 Nonresident Tuition
- AP 5020 Nonresident Tuition
- AP 5031 Instructional Materials Fee
- AP 5075 Course Adds and Drops
- AP 5460 Student Fundraising

### Discussion

- Policy language for Burden Free Materials (now renamed: "IMEC"/Instructional Materials Equity Committee") - Elizabeth Cook, Sarah Bosler, and Darren Hall

## Information

### COMMITTEE REPORTS

(please send in written reports)

*All committees are welcome to report. Please send any committee reports to Morgan Jakobcic ([mjakobcic@citruscollege.edu](mailto:mjakobcic@citruscollege.edu)) and CC Lisa Villa ([lvilla@citruscollege.edu](mailto:lvilla@citruscollege.edu)) by the Monday following the Senate meeting.*

- **Academic Calendar:** Gerhard Peters
- **Accreditation:** Dr. Cathrine Besancon
- **AI Workgroup:** Tommy Reyes and Becky Rudd
- **CCAFF:** Bill Zeman
- **College Information Technology:** Vacant
- **Curriculum:** Michelle Plug
- **Educational Programs:** Lisa Villa
- **Emergency Classroom Preparedness:** Chris Styles
- **Enrollment Management:** Lisa Villa
- **Faculty Handbook Revision:** Lisa Villa
- **Faculty Hiring Procedures:** Lisa Villa
- **Faculty Needs Identification:** Lisa Villa
- **Financial Resources:** Dan Volonte
- **Guided Pathways:** Elisabeth Ritacca
- **Honors Program Advisory Council:** Dr. Jennifer Miller-Thayer
- **Human Resources Advisory:** Lisa Villa
- **Institutional Research and Planning (IEC and IRPC):** Dan Volonte (IEC) and Michelle Plug (IRPC)
- **OER Liaison:** Elizabeth Cook
- **Online Education:** Senya Lubisich
- **Physical Resources:** Roberto Loya
- **Professional Learning:** Anne Villeneuve
- **Program Review:** Dan Volonte
- **SEAP Committee:** La'Kisha Simpson
- **Student Learning Outcomes:** Dr. Cathrine Besancon
- **Student Services:** TBD
- **Textbook and Instructional Materials Committee:** Elizabeth Cook

### OFFICER'S REPORT

(please send in written reports)

- President: Lisa Villa

- Vice President: Renee Liskey
- Past President: Jim Woolum
- Secretary: Roberto Loya
- Treasurer: Priscilla Englert
- CCFA Liaison: Greg Lipp
- CTE Liaison: Dawn Brewster
- Curriculum Chair: Michelle Plug
- ASCC: Victoria Mucha; Jason Avendano

## Announcements

### ADJOURNMENT

*For physical reference to these agenda items, please contact Morgan Jakobcic ([mjakobcic@citruscollege.edu](mailto:mjakobcic@citruscollege.edu)) and it will be emailed as an attachment.*

**In accordance with the Ralph M. Brown Act and SB 751, minutes of the Citrus College Academic Senate record the votes of all members as follows: (1) members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.**

# Action Items

# CITRUS COMMUNITY COLLEGE DISTRICT DISTRICT

## BP 1200 MISSION

References: ACCJC Accreditation Standard I.A. 1 and Eligibility Requirements 6 & 20

The mission of the Citrus Community College District is:

~~Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data driven decisions and student achievement.~~

### Mission

Citrus College provides quality educational experiences that support our students in achieving their academic, professional, and personal goals, empowering them to make positive impacts on their communities and beyond. Citrus College faculty and staff take pride in being student-centered and in cultivating a safe, caring, compassionate, and inclusive lifelong learning environment. Our college community welcomes students from all backgrounds and ensures that they have the opportunity to achieve upward social and economic mobility.

The mission is evaluated and revised on a regular basis.

Board Approval	11/18/08
Desk Review	06/16/11
Revised	08/24/12
Desk Review	10/13/14
Revised	04/05/16
Revised	07/16/19
DRAFT	10/10/25

NOTE: This procedure is legally advised. New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

# **New Business**

# **CITRUS COMMUNITY COLLEGE DISTRICT GENERAL INSTITUTION**

## **AP 3727 Information and Communications Technology Accessibility**

### **References:**

Government Code Sections 7405, 11135, and 11546.7;  
Section 504, Rehabilitation Act of 1973 (29 U.S. Code Section 701);  
Section 508, Rehabilitation Act of 1973 (Federal Electronic and Information Technology)  
(29 U.S. Code Section 794d);  
36 Code of Federal Regulations Parts 1194.1 et seq.

**Accrediting Commission for Community and Junior Colleges Standard 3.2, 3.9 & 3.10**

### **Definitions**

The following definitions apply to this procedure:

**Accessible:** An individual with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy benefit from the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.

**Equally Effective:** Alternative access for individuals with disabilities to instructional materials and information and communication technology that (1) is timely, (2) is accurate in translation, (3) is delivered in a manner and medium appropriate to the disability of the individual, and (4) affords the individual with a disability the opportunity to obtain the information as fully, equally and independently as a person without a disability with substantially equivalent ease of use. Note, such alternative(s) are not required to produce the identical result or level of achievement, but must afford individuals with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement in the most integrated setting appropriate to the person's needs.

**Individual with a Disability:** An individual who has one or more physical or mental impairments that substantially limit one or more major life activities.

**Information and Communication Technology (ICT):** Encompasses electronic and information technology covered by Section 508 of the Rehabilitation Act of 1973, as well as telecommunications products, interconnected Voice over Internet Protocol (VoIP) products, and Customer Premises Equipment (CPE) covered by Section 255. Examples of ICT include computers, information kiosks and transaction machines, telecommunications equipment, multifunction office machines, software, Web sites, and electronic documents.

**Instructional and Assessment Materials:** Includes ~~electronic instructional~~ materials, such as, syllabi, textbooks, presentations and handouts delivered within Citrus College's learning management system, via email or via another electronic means for face-to-face classes as well as ~~e-learning~~ distance education courses. It also includes ~~electronic instructional and assessment~~ activities such as instructional videos, online collaborative writing, ~~Web~~ conferencing, blogging, ~~exams, evaluations, quizzes~~, and any other ~~instructional~~ materials as technology evolves.

**Timely:** As it relates to equally effective alternative access to instructional materials and ICT, timely means that the individual with a disability receives access to the instructional materials or ICT at the same time as an individual without a disability.

### **ICT and Instructional Material Accessibility Standard Statement**

The District is committed to ensuring equal access to instructional materials and ICT for all, and particularly for individuals with disabilities in a timely manner. In accordance with Government Code Sections 7405, 11135, and 11546.7, and best practices, the District will comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973 by:

- Developing, purchasing and/or acquiring, to the extent feasible, instructional materials and ICT products that are accessible to individuals with disabilities;
- Using and maintaining instructional materials and ICT that is consistent with this Standard; and
- Promoting awareness of this Standard to all relevant parties, particularly those in roles that are responsible for creating, selecting, or maintaining electronic content and applications.

Ensuring equal access to equally effective instructional materials and ICT is the responsibility of all District administrators, faculty, and staff.

Board Approved 06/16/2020

NOTE: This procedure is legally advised. New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by ~~shading~~

# **Old Business**

## *Edit to Bylaws/Constitution regarding FNIC committee faculty*

### **From the Academic Senate Constitution and Bylaws:**

FNIC (Faculty Needs and Identification Committee): The FNIC Committee will establish priorities as to the order in which full-time faculty positions should be filled. They will also monitor the hiring process for each position the district opens to ensure that all procedures are followed. ~~Traditionally, three faculty representatives serve on this committee including the President, Vice President/President Elect and either the Past President or Chair of Faculty Hiring Procedures.~~

*Rewrite: "A minimum of three faculty representatives are appointed to FNIC committee by the Academic Senate President with the approval of the Academic Senate Executive Board. It is the intent that both CTE (Career Technical Education) and academic areas be represented on this committee."*

### **AP 7201 SECTION 1:**

#### Identifying Full-Time Faculty Positions

The Faculty Needs Identification Committee (FNIC) shall be composed of the Vice President of Academic Affairs, the Vice President of Student Services, one instructional administrator, and three faculty members. *The three faculty members are appointed by the Academic Senate President with approval of the Academic Senate Council. It is the intent that both vocational and academic areas be represented by faculty.*

## **CITRUS COMMUNITY COLLEGE DISTRICT GENERAL INSTITUTION**

### **AP 3500 CAMPUS SAFETY**

References: Education Code Sections 212, 67380, 72330.5, and 87014; Penal Code Section 245; 20 U.S. Code Sections 1092(f) and 1232g; 34 Code of Federal Regulations (C.F.R.) 668.46, 99.31(a) (13) and (14); Campus Security Act of 1990

#### **Authority**

The Citrus College Department of Campus Safety ("Department of Campus Safety") is the designated authority established by the Board of Trustees to enforce the Standards of Conduct ~~under the Education Code and Penal Code of the State of California, and the State of California Penal Code under Education Code Section 72330. Campus Safety Officers (CSOs) are first responders to all incidents on campus and are on campus 24/7. The Department of Campus Safety has a memorandum of understanding mandated by the "Crime Awareness and Campus Safety Act of 1990," that the Glendora Police Department has jurisdiction to investigate all crimes occurring on the Citrus College campus. The Department of Campus Safety is the liaison with the Glendora Police Department and other local police agencies, including federal and state law enforcement entities.~~

The Department of Campus Safety is responsible for the safety and security of all members of the college community. Every effort is made to inform students, faculty, administrators, and staff members of criminal activity or other concerns that may be an immediate or ongoing threat to the safety and security of those on campus. Information regarding crime prevention is made available to college students, faculty, administrators, and staff members through a variety of methods, including, but not limited to, campus memos, emails, presentations, trainings, orientations, social media, and the web. However, it is the responsibility of every member of the college community to act in ways that promote the safety of self and others, and the protection of District property.

The Department of Campus Safety is not a police department and department incident reports are not official police reports. If an official police report is required, the Glendora Police Department will be contacted.

#### **Campus Safety Plan and Annual Security Report (ASR)**

~~A campus safety plan shall be developed and provided to students as part of the Annual Security Report (ASR) published by the Department of Campus Safety each year and made available on the campus safety website. The Annual Security Report includes information regarding emergency response in accordance with Administrative Procedure 3505 Emergency Response Plan, as well as protocols for security and~~

access to District facilities in accordance with Administrative Procedure 3501 Campus Security and Access. Additionally, emergency preparedness, response and evacuation procedures can be found in print at the Department of Campus Safety and on the Citrus College website. The Emergency Response Procedures flipchart is also available in print and online, and can be downloaded electronically.

~~The Department of Campus Safety is the liaison with the Glendora Police Department and other local police agencies, including federal and state law enforcement entities.~~

~~A campus safety plan shall be developed and provided to students as part of the Annual Security Report published by the Department of Campus Safety each year and made available online at: <http://www.citruscollege.edu/campussafety>. The Annual Security Report includes information regarding emergency response in accordance with Administrative Procedure 3505 Emergency Response Plan. Additionally, emergency preparedness, response and evacuation procedures can be found in print at the Department of Campus Safety and on the Citrus College website. The Emergency Response Procedure flipchart is also available in print and online, and can be downloaded electronically.~~

The Department of Campus Safety annually prepares and updates a mandated reports consisting of all occurrences reported to Campus Safety personnel of, and arrests for, crimes committed on campus and that involve violence, hate violence, theft or destruction of property, illegal drugs, or alcohol intoxication; and of all occurrences of noncriminal acts of hate violence reported to campus authorities. A written report is to be submitted to the Board of Trustees, by October 1<sup>st</sup> of each year.

Education Code Section 67380 defines “hate violence” as: “any act of intimidation or physical harassment, physical force or physical violence, or the threat of physical force or physical violence, that is directed against any person or group of persons or the property of any person or group of persons because of the ethnicity, race, national origin, sex, sexual orientation, gender identity, gender expression, disability, or political or religious beliefs of that person or group.” Section 67380 requires reporting of both occurrences reported to campus police or safety authorities of and arrests for crimes that involve hate violence (Section 67380(a)(1)(A)) and of “non-criminal acts of hate violence” (Education Code Section 67380(a)(1)(B)).

For purposes of reporting under the Clery Act, “hate crimes” include domestic violence, dating violence, and stalking.

Written records of noncriminal acts of hate violence shall include at least a description of the act of hate violence, the victim characteristics, and offender characteristics, if known.

Board Approved 05/18/10  
Revised 11/12/13

Revised	07/21/15
Revised	07/19/16
Revised	11/19/19
Revised	05/17/22
<u>Revised</u>	

---

New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

# **CITRUS COMMUNITY COLLEGE DISTRICT GENERAL INSTITUTION**

## **AP 3505      EMERGENCY RESPONSE PLAN**

References: Education Code Sections 32280 et seq. and 71095; Government Code Sections 3100 et seq., 8558, 8559, 8600, 8605, and 8607(a); Homeland Security Act of 2002; National Fire Protection Association 1600; Homeland Security Presidential Directive-5; Executive Order S-2-05; 19 California Code of Regulations (CCR) Sections 2400-2450 34 Code of Federal Regulations Part 668.46(b)(13) and (g)

### **EMERGENCY RESPONSE AND EVACUATION PROCEDURES**

General information about the emergency response and evacuation procedures for the District are publicized each year as part of the District's Clery Act compliance efforts and that information is available in the annual security report located at [www.citruscollege.edu](http://www.citruscollege.edu). the Citrus College Department of Campus Safety website.

All members of the campus community are notified on an annual basis that they are required to notify the Department of Campus Safety of any incident on campus that involves a significant emergency or dangerous situation that may involve an immediate or ongoing threat to the health and safety of students and employees on campus. Campus Safety has the responsibility of responding to, and summoning the necessary resources, to mitigate, investigate, and document any situation that may cause a significant emergency or dangerous situation. In addition, Campus Safety has a responsibility to respond to such incidents to determine if the situation does in fact, pose a threat to the community. If so, federal law requires that the institution immediately notify the campus community or the appropriate segments of the community that may be affected by the situation.

Upon confirmation or verification by the District that a legitimate emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on campus, the District will determine the content of the emergency message and will use some or all of the systems described below to communicate the emergency to the campus community or to the appropriate segment of the community, if the threat is limited to a particular building or segment of the population. The District will, without delay, take into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the judgment of the first responders (including, but not limited to: the Glendora Police Department), compromise the efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

In the event of a serious incident that poses an immediate threat to members of the campus community, the District has various systems in place for communicating

information quickly. These systems include Citrus Alert, Alertus beacons and computer software, Mitel phones, the Citrus Guardian mobile app, emergency phone tree, campus radio systems, blue light emergency phones and in-person notifications by Emergency Information Officers (EIOs), Campus Safety or law enforcement. Some or all of these methods of communication may be activated in the event of an immediate threat to the campus community. Some of these methods include voice, email, and SMS/text messages to all students, faculty and staff. In the event of a significant emergency, Citrus College's emergency notification system, called Citrus Alert, will be activated. Citrus Alert enables the college to communicate with students and employees quickly in the event of an emergency. Students, faculty and staff are periodically encouraged to sign up for Citrus Alert through class schedule and/or student newspaper advertisements as well as announcements campus wide emails and the college's safety and emergency preparedness materials. These instructions are also available on the college website. The District will post updates during a critical incident on the District web site at [www.citruscollege.edu](http://www.citruscollege.edu).

The District's chief information services officer, or designee, will be responsible for the dissemination of emergency information to the larger community through Citrus Alert, which has a feature where the student, faculty or staff member can designate contacts outside of the college that will also receive the message. In addition, the public information officer (PIO) or the alternate, will contact the media through email communications and/or cell phone calls. During an emergency, media contacts will be made specifically to the San Gabriel Valley Tribune/[sgvtribune.com](http://sgvtribune.com), the local regional newspaper, and to City News Service, a one-stop resource for all Los Angeles area media outlets, especially during an emergency situation. The Executive Director of Communications and External Relations and the PIO will work closely with TeCS and the college's web designer to create messages that will be posted on the college website.

## **TESTING EMERGENCY RESPONSE AND EVACUATION PROCEDURES**

An evacuation drill is coordinated by the EOC Planning Coordinator Emergency Preparedness Task Force one time per year for all facilities on campus. Students learn the locations of the emergency exits in the buildings and are provided guidance about the direction they should travel when exiting each facility for a short-term building evacuation. The Department of Campus Safety does not establish locations for evacuation in advance because those decisions are affected by time of day, location of the building being evacuated, the availability of the various designated emergency gathering areas (EGAs) on campus, and other factors such as the location and nature of the threat. In both cases, the PIO, Campus Safety, and District staff on the scene will communicate information to students regarding the developing situation or any evacuation status changes.

Evacuation drills are conducted and monitored by Campus Safety and District administration to evaluate egress and behavioral patterns. Reports are prepared by participating departments which identify deficient equipment so that repairs can be made immediately. Recommendations for improvements are also submitted to the appropriate departments and offices for consideration.

The District conducts numerous announced and unannounced drills and exercises each year and conducts follow-through activities designed for assessment and evaluation of emergency plans and capabilities. The ~~EOC Planning Coordinator Emergency Preparedness Task Force and District administration coordinates~~ announced and unannounced emergency drills at least two times per year, to test the emergency response and evacuation procedures, and to assess and evaluate the emergency evacuation plans and capabilities. For each test conducted, The ~~EOC Planning Coordinator~~Emergency Preparedness Task Force will document a description of the exercise, the date, time, and whether it was announced or unannounced. The District will publish a summary of its emergency response and evacuation procedures in conjunction with at least one drill or exercise each calendar year.

### **Purpose**

The Emergency Operations Plan (EOP) is the District's planned response to all hazards on or affecting the campus or surrounding community. The plan will be activated by the District Superintendent/President or ~~his/her~~their delegated representative. The emergency operations plan details actions and responsibilities for all employees of the District including those on the Emergency Operation Center (EOC) staff.

### **Responsibility**

~~Government Code Sections 3100-3101 state that all employees of the District are declared civil defense workers during emergencies, subject to such defense activities as may be assigned to them. Government Code, Chapter 8, Section 3100 states that all employees of the District are declared as "Disaster Service Workers" during emergencies and are subject to services assigned to them by the Emergency Response Management Team.~~ Federal and state regulations further state that all employees of the District must be trained and qualified in specified Federal Emergency Management Agency (FEMA) courses depending on an employee's emergency response responsibilities.

### **Emergency Operations Center (EOC)**

The Emergency Operations Center (EOC) will be activated during emergency situations that warrant a collaborative response. The Superintendent/President or ~~his/her~~their designated representative will activate the EOC. The EOC may be staffed by one or more key administrators depending on the situation and response. The EOC staff will direct the District's response to the emergency situation, coordination with outside agencies and request for outside support. The EOC staff will be aided in their duties by Emergency Information Officers (EIOs) and Emergency Response Teams that are trained response personnel from the District.

The EOC is composed of key administrators, record keepers and the incident commander. The EOC shall:

- Declare a major emergency in the event of earthquake, explosion, flood, etc.
- Assess the overall disaster based on reports from area managers
- Initiate the emergency notification chain (call back of all employees)
- Mobilize any additional staff to heavily damaged areas
- Determine the "All-Clear" when the disaster is over

All key press releases will be prepared by the Public Information Officer. In absence of this person, the key administrator will designate an individual responsible for this function.

### **Preparedness**

The District's preparedness is based on pre-staged supplies, training and awareness, emergency drills, and support agreements with civil and private agencies. All employees of the District will receive training in responding to and managing emergency situations according to federal and state laws and regulations. The best response to emergency situations is preparedness.

### **Emergency Chain of Command**

SEMS/NIMS/ICS Organizational Chart can be found on Page 12 of the Citrus College Emergency Operations Plan.

### **Day Instructors: Responsibilities**

- Coordinate evacuation from classroom if necessary.
- Assist disabled individuals out of building without use of elevators.
- Assess overall situation in classroom and report to Emergency Information Officer.
- Initiate first aid if qualified individual is available.
- Report when students are safe to move to an emergency gathering area or command post.
- Assist Emergency Information Officers.
- Provide special assistance to any disabled individuals in the area.

~~Remember, in the event of a major disaster, every community college employee automatically becomes a civil defense worker under Government Code Sections 3100-3101. By law, all staff and faculty are designated as "Disaster Service Workers" and are subject to services assigned to them by the Emergency Response Management Team (Government Code, Chapter 8, Section 3100).~~

### **Evening Instructors: Responsibilities**

- Coordinate evacuation from classroom if necessary.
- Assist disabled individuals out of building without use of elevators.
- Assess overall situation in classroom and report to Emergency Information Officer.
- Initiate first aid if qualified individual is available.
- Report when students are safe to move to an emergency gathering area or command post.
- Report via runner any casualties, structural damage, and hazardous material spills and status of volunteer student help control point of command post.

### **Other Employees: Responsibilities**

- Follow survival instructions in Emergency Response Preparedness flipchart.
- Evacuate area if necessary.
- Assess immediate problems if possible.
- Report to an emergency gathering area when safe.
- Assist Emergency Information Officers by:
  - Performing first aid if qualified
  - Serving as a communications runner, etc.
  - Conducting record keeping and note taking

## **SPECIFIC EMERGENCIES:**

### ***BIOLOGICAL EMERGENCY***

---

---

#### **BACKGROUND**

A Biological Emergency is an incident involving the release of, exposure to, toxins that are capable of causing bodily harm or death. A biological agent can come in the form of a solid, powder, liquid, or gaseous state.

#### **A biological agent can be introduced through the following:**

- By mail, via contaminated letter or package
- Using a small explosive device to help it become airborne
- Through a building's ventilation system
- Using a contaminated item, such as a backpack, book bag, or other parcel left unattended
- By intentionally contaminating a food or water supply
- By aerosol release into the air
- By a missile warhead

#### **The following indicators may suggest the release of a biological substance:**

Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing, severe vomiting, diarrhea, abdominal cramping (if food borne or waterborne). Also, severe skin reactions for certain other agents. Other indicators may include the presence of distressed animals or dead birds.

#### **Anthrax**

Anthrax is the most common of biological agents. Anthrax is a disease-causing organism, which can reproduce and keep spreading long after its release. Anthrax has a low mortality rate when properly treated. Anthrax is usually sent to individuals by letters or packages.

#### **The following steps will assist to identify suspicious letters or packages:**

- The mail is unexpected or from someone you do not know
- It is addressed to a title, but no name
- It is addressed to someone no longer at your address
- It is handwritten and has no return address or bears one that you cannot confirm its legitimacy
- The return address does not match the postmark
- Common words are misspelled
- It is lopsided or lumpy in appearance
- It has wires or tinfoil protruding from the envelope/package
- It is sealed with excessive amounts of tape or string
- It is marked with restrictive delivery instructions, such as "Personal" or "Confidential"
- It has excessive postage

- It has oily stains, discoloration, crystallization, or a strange odor
- It is leaking a powdery substance

**The following steps should be taken after a suspicious letter/package is identified:**

- Stay calm. Do not get excited. Most threats are, in fact, hoaxes. Regardless, you must treat each incident seriously.
- Do not shake or empty the contents of any suspicious envelope/package.
- Place the envelope/package in a plastic bag or other type of container to prevent leakage of contents.
- If a container is unavailable, cover with anything (e.g. clothing, paper, trash can) and do not remove cover.
- Leave room and close door, or section off area to prevent others from entering. Everyone who touched the letter should wash hands. Wash hands with soap and water to prevent spreading any powder to face, other persons, or other objects.
- Have the college's ventilation system, heating system, or air conditioning system shut down, if possible, and turn off any blowers to the room.
- Report incident to administration staff.
- Administration staff should contact Campus Safety. Give specific location of suspicious envelope/package and what makes it suspicious. List all the people in the room or area when the envelope/package was recognized. Give list to Campus Safety and health authorities for follow-up investigations and advice.

**The following steps should be taken in the event an envelope/package with powder spills/leaks out onto a surface:**

- Stay calm. Do not get excited. Most threats are, in fact, hoaxes. Regardless, you must treat each incident seriously.
- Do not clean up the powder. Cover spilled contents immediately with anything and do not remove cover.
- Leave the room, close and lock the door or section off the area to prevent others from entering.
- Wash hands with soap and water to prevent spreading powder to face, other persons, or other objects.
- Have the college's ventilation system, heating system, or air conditioning system shut down, if possible, and turn off any blowers to the room.
- Remove heavily contaminated clothing as soon as possible and place in a sealable plastic bag. Give sealed bag to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on skin.
- Report incident to administrative staff.
- Administrative staff should contact Campus Safety. Give specific location and type of spilled contents. List all the people in the room or area when envelope/package with powder spilled/leaked.
- If a site or building receives a biological threat by phone alleging a contaminated package, backpack, or book bag, administration staff should follow the

appropriate procedures.

## **ENVIRONMENTAL EMERGENCIES**

---

---

### **(Chemical Spills, Asbestos Fiber Release, Air Pollution Alerts)**

#### **BACKGROUND**

In the event of site environmental emergencies including chemical spills, asbestos fiber release episodes, and air pollution alerts, site administrators and staff must be able to react quickly and effectively to prevent injury or illness.

In any disaster/emergency situation, site administrators shall be responsible for the safety of, and accountability for, staff and students. In any life-threatening situation, staff/instructor shall take immediate action to provide for the safety of staff and students without waiting for directions from a site administrator.

#### **CHEMICAL SPILLS**

Administrative Staff:

- Call 911 and obtain information about the substance.
- Assess location of chemical spill and determine appropriate action to take for safety of students and others (e.g., evacuation of room, building, or site).
- Secure the affected area and do not allow staff or students to re-enter until condition has been controlled.
- Notify Campus Safety immediately.
- Evacuate if necessary. Assure that staff/students move crosswind or upwind from problem area to avoid inhalation of vapors and proceed in orderly fashion to designated safe area.
- Provide first aid/emergency care if needed.
- Keep staff/students in designated area until problem is resolved or until further instructions are received from authorities.

#### **ASBESTOS FIBER RELEASE EPISODE**

Disturbance of asbestos-containing material may cause asbestos fiber release which could create a potential health risk for building occupants. Site administrators are responsible for maintaining the site asbestos management plan in a readily accessible location.

**Administrative Staff:**

- Immediately evacuate building occupants and restrict entry into area.
- Shut off or restrict ventilation system and other sources of air movement.
- The CAL/OSHA Safety Officer will determine appropriate response actions, including verification of an actual asbestos fiber release and cleanup procedures.

#### **AIR POLLUTION ALERTS**

Air pollution alerts occur when 0.20 parts pollutant per million (PPM) or greater air

quality concentrations exist.

- Stage I Alert: Occurs when air quality consists of 0.20 parts pollutant per million (PPM).
- Stage II Alert: (A “warning” stage) occurs when air quality consists of 0.35 parts pollutant per million (PPM).
- Stage III Alert: (“Emergency stage”) occurs when air quality consists of 0.50 parts pollutant per million (PPM) or higher.

**Note:** The Air Pollution Control District (APCD) does not issue an alert for fires. A local area may be affected by smoke or ash. Site administrators are to use discretion in suspending outdoor physical activity.

- Strenuous outdoor physical activities for all students and employees shall be discontinued; activities of a less strenuous nature should be substituted. Intensity of an activity and its potential for increasing the respiration rate for an extended period may be deciding factors for canceling certain activities. Heat and stress aggravate respiratory problems.

In a Stage II or Stage III alert, students shall remain indoors for the duration of an alert; those with respiratory or heart problems should be monitored.

## **BOMBS AND EXPLOSIONS**

---

---

### **BACKGROUND**

Most bomb threats are hoaxes. Telephone calls to a college stating there is a bomb often are made to either disrupt normal activities or provoke an early dismissal. Bomb threats can come in different forms, but should be handled in a consistent manner. Safety and the prevention of panic are of paramount importance.

### **TELEPHONE BOMB THREAT**

- Stay calm and courteous. Keep the bomb threat caller talking. Ask for a specific bomb location and time of detonation. Gather information.
- Try to signal a co-worker to listen on the telephone line, if possible.
- Write down information. Listen for background noises. Listen closely to the voice for accents, speech impediments or age indications.
- Immediately notify your Supervisor. Remember not to use two-way radios— they may detonate a device.
- Call Campus Safety to report the incident. If a device or suspicious object is located, Campus Safety will notify the appropriate agency.
- Supervisor coordinates with Campus Safety to evaluate information received and decide upon a course of action.

## **SEARCHING AND EVACUATION**

- Supervisor should consult with either Campus Safety or local law enforcement prior to making any decision. Campus Police and local law enforcement are available to assist and coordinate efforts.
- College personnel should not search for bombs. However, they can provide assistance to law enforcement personnel.
- Initiating a search with the assistance of law enforcement and evacuating the site may be the most desired approach if a suspicious package or device is found. Directing the immediate evacuation upon receipt of any threat has inherent negative consequences. Disruption could prompt more false calls.

## **SUSPICIOUS PACKAGE OR DEVICE FOUND**

- Do not touch or disturb the suspected bomb. Do not use radios or cell phones—these may activate some types of bombs.
- Immediately notify the site administrator, Campus Police, and/or local law enforcement of the exact location and description.
- Utilize site evacuation plan or site fire drill procedure to move all staff and students away from the suspected bomb location. A minimum of 1000 feet is recommended.
- If possible, shut off gas main and electrical power to minimize the possibility of fire.
- Gather any possible witnesses for law enforcement to interview.

## **EXPLOSIONS**

- Immediately take cover under, or next to furniture, upon hearing an explosion. Try to remain as calm as possible.
- Try to establish what exploded, the extent of damage and possible life-threatening hazards to determine your next course of action.
- Take immediate action to ensure your safety and the safety of others. Evacuate according to your site plan if necessary; otherwise, remain in your place of cover.
- If you evacuate, go to an area upwind from the explosion site to avoid possible toxic fumes. If smoke is present, stay low, and exit crawling to avoid breathing fumes.
- Immediately notify the site administrator, Campus Safety, and/or local law enforcement of the exact location and description.
- Custodian or plant operations supervisors should turn off power supplies, electricity, and gas lines if safely possible.
- Ensure no one returns for any reason until city fire personnel officially declare the area safe.

## **OTHER CONSIDERATIONS**

- Attempt to control situation to avoid panic.
- Everyone should know and understand his/her role. Practice your response.
- Bomb threats require a response; usually no less than a search by qualified personnel (Police/law enforcement).

- Consider the impact on students and staff. Involve counseling personnel as needed.

## ***DISTURBANCES AND DEMONSTRATIONS***

---

---

### **BACKGROUND**

Site administrators may be confronted with disturbances or demonstrations adjacent to a college site or on a college site.

The courts have held that demonstrations are lawful as long as the demonstrators' conduct does not materially disrupt class work, involve substantial disorder, or invade the rights of others. However, any demonstration on campus may interfere with college activities and, therefore, could be unlawful.

Site administrators and police officers are empowered to order persons whose presence interferes with the peaceful conduct of the college, or disrupts the college or its students or college activities, to leave campus. Persons who fail to comply with such instructions are subject to arrest.

### **DISTURBANCE OR DEMONSTRATION (STUDENTS)**

- Site Administration should carefully assess the situation. Designated free speech areas should be considered prior to any demonstration.
- With assistance from Campus Safety, determine the urgency of the situation, type of assistance needed, and if the crowd really needs to be dispersed.
- If Demonstrators are participating in an unlawful assembly on campus, or causing class disruptions, it is recommended the site administrator:
  - Consult with law enforcement officers to establish the best plan of action.

### **DISTURBANCE OR DEMONSTRATION (NONSTUDENT)**

- Politely inform the individual(s) they are disrupting the college, its students and/or activities and tell them to leave.
- If the individual(s) refuse to comply, notify Campus Safety. An officer(s) will be dispatched to your location. If a physical assault begins, call "911."
- The officer and site administrator will devise a plan of action. The situation will dictate whether additional officers will be needed and/or if the Emergency Operations Center needs to be activated.

### **OTHER CONSIDERATIONS**

- Consider placing staff to answer telephone calls from concerned.
- Try to determine the issues causing the disturbance and attempt to communicate with the participants.
- With assistance from Campus Safety, try to meet with authorized representatives or leaders who can present their issues and possibly respond to your needs.

## **EARTHQUAKE**

---

### **BACKGROUND**

Recent experience has proven that college buildings, both permanent and portable, are among the safest structures in the event of an earthquake.

Of all earthquake preparedness measures, safety drills are the most important. Essential components of earthquake safety drills are discussion, instruction, and physical demonstration (practice drill). In addition to indicating pre-planning needs, effective earthquake drills simulate (1) actions to be taken during an actual earthquake, and (2) actions to be taken after the ground stops shaking. Building evacuation following a major earthquake is imperative due to potential dangers of fires or explosions. It is necessary to be prepared for the occurrence of probable aftershocks.

### **EARTHQUAKE WHILE INSIDE (ON SITE)**

- A DROP and HOLD command is given by any staff member at first indication of ground shaking.
- All staff/students: DROP and HOLD and assume protective position under table, desk, or other support object. If appropriate, staff/students should hold onto table/desk leg to keep it over body. If in hallway, move to inside wall, or stand in a doorway.
- Avoid glass and falling objects.
- Move away from windows.
- Move away from heavy suspended light fixtures.
- Extinguish flames, turn off power equipment, and electrical appliances. If the odor of natural gas is detected, turn off gas valves.
- Remain undercover for at least two to three minutes to assess damage/injuries and to wait for first aftershock to occur.
- After first aftershock, or after two to three minutes, activate site earthquake evacuations plan.

### **EARTHQUAKE WHILE OUTSIDE (ON SITE)**

- Move to open space away from buildings, trees, and overhead power lines.
- When shaking stops, activate an orderly evacuation.
- Evacuate building(s) according to evacuation plan.
- Transport injured students to Health Services or a designated Triage area.
- Do not allow unauthorized persons to return to buildings until the buildings are officially declared structurally safe. Authorized personnel should only return to building if absolutely necessary.

### **EARTHQUAKE WHILE OFF SITE**

- If walking to and from college/work site, move to open space away from buildings, trees, or overhead power lines. Be alert for possible dangers which would require movement. **DO NOT RUN.**

## **NON-EARTHQUAKE STRUCTURAL FAILURE**

- Evacuate affected building/area and secure to prevent entrance by staff or students.

## ***FIRE***

---

---

### **BACKGROUND**

Fire prevention and emergency response to fire situations are a primary responsibility for all employees. Regular action must be taken to ensure that all staff/students are familiar with the site's emergency/fire response plan and action.

### **FIRE – WHEN COLLEGE IS IN OPERATION**

- Call fire department ("911") immediately.
- Order evacuation of remaining staff/students to appropriate assembly/emergency area; if alarm system fails to operate, notify staff/students by other methods.
- ACTIVATE the emergency plan if there is any life-threatening situation.
- Supervise evacuation of site; ensure that all rooms and areas are evacuated.
- Check with staff to ensure accountability for all staff/students.
- Provide first aid if needed. If incident results in injury to staff or students, involve Health Services.
- If hazardous materials are present or suspected, notify Fire Department of any possible hazardous materials.

## ***FLOODING***

---

---

### **BACKGROUND**

This procedure applies whenever storm water or other sources of water flood or threaten to flood college grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the site would not have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

#### **Administrative Staff:**

- Initiate appropriate response actions, which may include In-Place Sheltering, On-Site Evacuation, or Off-Site Evacuation.
- Call Campus Safety and describe the nature and extent of the flooding.
- Supervise On-Site Evacuation; ensure staff and students evacuate affected buildings using prescribed routes or other safe routes to the assembly/evacuation area.
- Check with staff to ensure accountability for all students/staff.
- Coordinate with facilities to limit damage.

## **SHOOTINGS**

---

---

### **BACKGROUND**

The potential for a shooting or a shooting in the workplace exists on every college campus throughout the United States. Although the possession of firearms on or around our campuses is rare, their availability and past national and county shootings dictate the need for a response plan, in case a shooting or other violent attack occurs.

### **WHEN A SHOOTING OCCURS**

- CALL “911.” Identify your college or workplace and exact location. Remain calm and answer the police operator’s questions. They are trained to obtain the necessary and required information for a proper emergency response.
- Instruct students and employees to drop to the ground immediately, face down as flat as possible. If within 15-20 feet of a safe place or cover, duck and run to it.
- Move or crawl away from gunfire, trying to utilize any obstructions between you and the gunfire. Remember that many objects of cover may conceal you from sight, but may not be bulletproof.
- Try to get inside or behind a building and stay down.
- When you reach a place of relative safety, stay down and do not move. Do not peek or raise your head in an effort to see what may be happening.
- Wait and listen for directions from the police.

### **IF SUSPECT IS OUTSIDE YOUR CLASSROOM**

- Duck and cover. Keep students inside the classrooms and down on the floor. Move behind available cover inside the classroom.
- Close and lock the outside door to the classroom if possible. Close the blinds, turn off the lights and stay on the floor. Do not peek out the door or windows to see what may be happening.
- Report location of the assailant.

### **OFFICE PERSONNEL**

In keeping with effective emergency planning, office personnel should have pre-designated assignments to ensure an effective response in case of a shooting. Actions by multiple persons must be taken simultaneously to expedite a response.

In response to a report of a shooting from a classroom or other area of the campus, have all persons in the office duck and cover onto the floor, behind protective objects or into side rooms. Make required emergency telephone calls to the police from this position. It is crucial that telephone calls be limited to emergency calls only.

---

**Note:** Phone calls, other than for emergency purposes, should be made only after the police have cleared a phone line for that purpose. A phone call to friends or family will bring onlookers, bystanders or concerned loved ones to the campus, interfering with the operation of emergency personnel and unnecessarily place more people in danger.

---

## **CALLING “911”**

When you call “911,” identify your exact location. Remain calm and answer the operator’s questions. Police dispatchers are trained to obtain the necessary and required information for a proper emergency response. As the police are being dispatched, answer the questions asked of you by the operator or police dispatcher. Although you are not expected to know all of the answers, answer them to the best of your ability.

Although you may think the questioning is wasting valuable time, the information you provide will enable phone personnel to dispatch officers and other emergency personnel safely and effectively. While you are being questioned, emergency personnel have been dispatched and are on the way. You will be asked questions, such as:

- What exactly is happening and how do you know? Is it still happening now?
- Where is the suspect now? What was his/her last known direction? Is the suspect still on campus?
- Is anyone injured? Are there wounded and how many?
- Where did it happen? What’s the specific location of occurrence?
- What weapons were used if you know? Knowing the number and types of weapons will assist the police in their response. Describe the weapon(s) or other dangerous object(s) if possible, and any visible ammunition:
- Were any shots fired? Describe the sound and the number of shots fired.
- Do you know who the suspect(s) is? If yes, identify him/her/them, and provide any background knowledge you may have.

---

**Note:** It is important to tell the Campus Safety dispatcher if your office has called or is on the line with the 911 operator.

---

## **POLICE/FIRE DEPARTMENT RESPONSIBILITY**

Law Enforcement or the Fire Department will take charge of the operation and maintain full control throughout the duration of the incident.

Police/fire departments will establish a command post(s) at or near your campus where all operations pertaining to the event will be coordinated.

## **TERRORISM**

---

---

### **BACKGROUND**

An act of terrorism is most often perpetrated by an individual or group who uses deliberate violence against a government or other authorities to achieve certain goals. Terrorist methods may include the taking of hostages, kidnapping, and the use of

bombs and explosions. In a college situation, a student(s) may be kidnapped and held hostage by another person.

## **OTHER CONSIDERATIONS**

- Obtain a photo of the abducted student/employee and provide it to the police.
- Provide the police with information on known friends of the abducted student/employee. They may be able to provide further information.
- Try to obtain a description of the abductor and direction of travel.
- Gather any possible witnesses for law enforcement to interview.
- Remain calm-the prevention of panic is important.

## **HOSTAGES/KIDNAPPING**

Call 911. Be prepared to give the following information:

- Identify hostage location on the site
- Number of assailants, if known
- Number of hostages, if known
- Name of assailants, if known
- Any available description of assailants and weapons
- Demands made by the assailants
- Notify staff/students to move students away from the hostage location to a safer location.
- Do not evacuate until given instructions by police.
- Gather all facts regarding the situation for the police. Keep notes on times, any communications from the person holding the hostage(s), and other witness information.
- Provide law enforcement with any assistance:
  - o Provide keys for access to classrooms, buildings, and gates o Location of power, water, and gas shutoffs
  - o Access to roofs
  - o Location of phones and other communication devices
- Work with the district office and law enforcement to determine the next steps.

## **OTHER CONSIDERATIONS**

- Gather any possible witnesses for law enforcement to interview.
- Minimize any possibility of the suspect's ability to see or hear news reports.
- Consider the possibility of transportation needs.
- Consider the emotional impact on the students and staff.
- Contact the Communications Office to assist in media inquiries. This office will coordinate media briefings and media information related to the situation.
- Remain calm-the prevention of panic is important.

## **FACTS AND GOVERNMENTAL RESPONSE TO PANDEMIC FLU**

---

---

### **A. Introduction**

The purpose of this Influenza Pandemic Response Plan is to lessen the impact of an

influenza pandemic on the residents by providing a guide for health care providers for detection and response to an influenza pandemic event.

## **B. Background/Threat**

The worst natural disaster in modern times was the infamous “Spanish flu” of 1918-1919, which caused 20 million deaths worldwide and over 500,000 deaths in the U.S. Although the Asian influenza pandemic of 1957 and the Hong Kong influenza pandemic of 1968 were not as deadly as the Spanish influenza pandemic, both were associated with high rates of illness and social disruption.

Influenza is a highly contagious viral disease. Pandemics occur because of the ability of the influenza virus to change into new types, or strains. People may be immune to some strains of the disease either because they have had that strain of influenza in the past or because they have recently received influenza vaccine. However, depending on how much the virus has changed, people may have little or no immunity to the new strain. Small changes can result in localized epidemics. But, if a novel and highly contagious strain of the influenza virus emerges, an influenza pandemic can occur and affect populations around the world.

California, with its West Coast location and several major ports of entry for flights and shipping from Asia (a likely location for the development of a novel virus), would likely be among the first U.S. locations for an influenza pandemic to establish a foothold. The California Department of Health Services (CDHS) estimates that the impact of an influenza pandemic on California’s population of 35 million would include:

- 8.8 million persons ill with influenza (estimated range: 5.3 million to 12.3 million)
- 4.7 million outpatient visits (estimated range: 2.8 million to 6.6 million)
- 97,200 persons hospitalized (estimated range: 58,300 to 136,000)
- 21,500 deaths (estimated range: 12,900 to 30,200).

An influenza pandemic is unlike any other public health emergency or community disaster:

- Many experts consider influenza pandemics to be inevitable, yet no one knows when the next one will occur.
- There may be very little warning. Most experts believe that we will have between one and six months between the time that a novel influenza strain is identified and the time that outbreaks begin to occur in the U.S.
- Outbreaks are expected to occur simultaneously throughout much of the U.S., preventing sharing of human and material resources that normally occur with other natural disasters.
- The effect of influenza on individual communities will be relatively prolonged -- weeks to months -- when compared to minutes-to-hours observed in most other natural disasters.
- Because of the substantial lead times required for vaccine production once a novel strain has been identified, it is likely that vaccine shortages will exist,

especially during the early phases of the pandemic. Effective preventive and therapeutic measures --including antiviral agents -- will likely be in short supply, as may some antibiotics to treat secondary infections.

- When vaccine becomes available, it is expected that individuals will need an initial priming dose followed by a second dose approximately 30 days later to achieve optimal antibody responses and clinical protection.
- Health-care workers and other first responders will likely be at even higher risk of exposure and illness than the general population, further impeding the care of victims.
- Widespread illness in the community will also increase the likelihood of sudden and potentially significant shortages of personnel in other sectors who provide critical community services: military personnel, police, firefighters, utility workers, and transportation workers, just to name a few.

### **Benefits of pre-event planning**

In addition to preparing to respond to an actual pandemic, increasing awareness among the public health, medical, and emergency response communities will foster greater concern about “routine”, annual influenza epidemics, which kill an average of 20,000 Americans every winter.

Prompt improvements in infrastructure to address the major elements of pandemic preparedness can have immediate and lasting benefits and can also mitigate the effect of the next pandemic. For example, increasing routine, annual influenza vaccination coverage levels in high-risk patients will not only reduce their risk of dying or being hospitalized during the prepandemic period, but will also facilitate access to such patients -- through greater confidence in the benefits of influenza vaccination and expanded programs to access those patients -- when the next pandemic occurs.

Similarly, increasing the coverage of pneumococcal vaccine in such patients could have a significant impact on the incidence and severity of secondary bacterial pneumonia.

## **C. Concept of Operations**

---

---

### **1. Stages of Alert**

For purposes of consistency, comparability, and coordination of the national, state, and local response, identification and proclamation of the following “stages” will be done at the national level:

<b>Pandemic Phase</b>	<b>Definition</b>
-----------------------	-------------------

<b>Novel Virus Alert</b>	Novel virus detected in one or more humans Little or no immunity in the general population Potential, but not inevitable precursor to pandemic
<b>Pandemic Alert</b>	Novel virus demonstrates sustained person-to-person transmission and causes multiple cases in the same geographic area
<b>Pandemic Imminent</b>	Novel virus causing unusually high rates of morbidity and/or mortality in multiple, widespread geographic areas
<b>Pandemic</b>	Further spread with involvement of multiple continents; formal proclamation made
<b>Second Wave</b>	Reoccurrence of epidemic activity within several months following the initial wave of infection
<b>Pandemic over</b>	Cessation of successive pandemic “waves,” accompanied by return (in the U.S.) of more typical wintertime “epidemic” cycle

As the pandemic develops, the World Health Organization (WHO) will notify the Centers for Disease Control and Prevention (CDC) and other national health agencies of progress of the pandemic from one stage to the next. CDC will communicate with CDHS and other state agencies about pandemic stages, vaccine availability, virus laboratory findings, and national response coordination. The State will communicate with local health agencies through the California Health Alert Network (CAHAN).

## ***2. The Federal Role***

The Federal government has assumed primary responsibility for a number of key elements of the national plan, including:

- Vaccine research and development.
- Coordinating national and international surveillance.
- Assessing and potentially enhancing the coordination of vaccine and antiviral capacity, and coordinating public-sector procurement.
- Assessing the need for and scope of a suitable liability program for vaccine manufacturers and persons administering the vaccine.
- Developing a national “clearinghouse” for vaccine availability information, vaccine distribution, and redistribution.
- Developing an adverse events surveillance system at the national level.
- Developing a central (national) information database/exchange/clearinghouse on the Internet.

### **3. The State Role**

#### **Novel Virus Alert Stage**

During this stage, CDHS activities will be limited to monitoring reports of progress of the disease and surveillance to detect the arrival of disease caused by the novel virus in California. Novel virus detection will be carried out by WHO and CDC.

#### **Pandemic Alert Stage**

During this stage, CDHS will monitor reports of disease spread and meet with surveillance partners to activate and augment surveillance systems. The State Viral and Rickettsial Disease Laboratory (VRDL) in Richmond will increase laboratory surveillance.

The CDHS Immunization Branch (IB) will maintain close contact with CDC and the Food and Drug Administration to obtain information on plans for vaccine delivery. IB will work with local health departments (LHDs) and representatives of the private medical sector to plan delivery and administration of vaccines when they are available.

The CDHS Division of Communicable Disease Control (DCDC) will meet with, the California Medical Association and the California Pharmacists Association to plan for vaccine administration and for antiviral and antimicrobial supplies. The IB will prepare training materials for vaccine administrators.

CDHS DCDC will provide technical information, public information, and press releases to be released by the CDHS Office of Public Affairs (OPA). Public information will include travel alerts, guidelines on limiting the spread of the disease, and information about when and where to obtain medical care. The CDC's Epidemiology Program Office (EPO) and the California DCDC will ensure communication among epidemiology efforts, laboratory surveillance, and emergency management agencies (EMAs). CDC EPO and the EMAs will address personnel and equipment shortfalls.

#### **Pandemic Imminent Stage**

In the pandemic imminent stage, the pandemic alert activities will continue at an intensified level. Surveillance efforts will be increased for both influenza illness and the circulation of the influenza virus. If vaccine is available, the distribution system will be implemented and security measures will be put in place to ensure that vaccine will be given first to groups with highest priority for receiving them. DCDC and OPA will step up information flow to LHDs, medical providers and all other stakeholders. DCDC and OPA will provide translations of all public information messages into Spanish and the 14 other major languages in California. The State OES, local Emergency Management Agencies, DHS, and hospitals will activate the emergency response system.

Local coroners and funeral directors will be advised to prepare for increases in the number of dead they will have to handle.

## **Pandemic Stage**

Surveillance efforts will be overwhelmed. Emphasis will be shifted from detecting cases caused by the influenza virus to monitoring demographic characteristics that may indicate a need to revise priority groups for receiving vaccine and antiviral medications if available supplies are limited. Vaccine delivery will be at its highest level, and the system to detect possible adverse reactions to the vaccine will be closely monitored. EMAs will establish alternative treatment sites since hospitals will be overwhelmed.

## **Second Wave**

All agencies and health care providers must make use of the interim period to prepare for a resurgence of disease. This includes addressing shortfalls in supplies and personnel.

Although there are likely to be medical resources and technical assistance available from state and federal agencies, local counties should expect to manage the local response at the time of the pandemic, including temporary redirection of personnel and financial resources from other programs.

### ***4. The Local Response***

Chapters I through III of this Plan address how the DHS response will be integrated into the overall Operational Area Emergency Operations Plan, of which this Plan is an annex. These chapters include procedures for command and control, detection and notification of public health threats, and the roles of key DHS personnel during a public health emergency. Since many aspects of the public health response would be the same, this Influenza Pandemic Response Plan focuses on response characteristics unique to pandemic influenza.

Chapter V of this Plan is the “Risk Communications and Public Information Plan.” This plan describes the DHS approach to:

- Facilitating cooperation among all involved parties (e.g., government officials, health experts, industry, and the public).
- Persuading and directing the behavior of individuals or communities.
- Promoting informed decision-making about the acceptability of known risks.
- Educating and correcting false or misleading information.

Chapter VI of this Plan, the “Strategic National Stockpile Management Plan”, describes the plan for mass vaccination. This plan contains additional position checklists for workers at vaccination sites and at a warehouse established to coordinate the distribution of vaccines or antibiotics to these sites, if needed.

Isolation of symptomatic victims and quarantine of exposed individuals would be essential to ending an influenza pandemic. These interventions are addressed in Chapter VII of this Plan.

In the pre-event (Phase 1) smallpox planning process, DHS discussed the need to vaccinate personnel who are needed to maintain the human infrastructure of the community during an epidemic. The absence of services provided by these personnel would pose a serious threat to public safety or would significantly interfere with the ongoing response to the pandemic. These key personnel, who would also be the County's first priority for administration of influenza vaccine or antivirals, may include, but are not limited to:

- Public health physicians and staff
- Hospital employees
- Physicians, pharmacists, and other clinicians
- Local government decision-makers
- First responders: Public Safety, Fire, and EMS
- Utility, food service, and transportation personnel
- Family members of the key personnel listed

#### ***D. Public Health Response Procedures***

In the early stages of a pandemic, there may be no vaccine at all. The federal Planning Guide indicates that a minimum of six to eight months would elapse before the tens of millions of doses needed could be produced for distribution. When vaccine first becomes available the demand will likely exceed the supply.

Pharmaceutical delivery will become an important issue during a pandemic. While antiviral agents will play a role in both prophylaxis and treatment of influenza, the existing supplies would certainly fall short of the need. As the pandemic progresses, there may not be sufficient supplies of antibiotics for treating persons with complications of influenza. In addition to supply problems, other difficulties are associated with use of antiviral agents. Priorities for target groups and the use of limited supplies for prophylaxis versus therapy have not yet been established. Widespread use of antivirals and antibiotics could lead to emergence of drug-resistant viral strains. Adverse antiviral reactions and liability issues will also be of concern. In a pandemic, DHS would provide consultation on the handling and administration of pharmaceuticals in cooperation with California DHS.

##### ***1. Novel Virus Alert Stage***

Novel virus detected in one or more humans. Little or no immunity in the general population. Potential, but not inevitable, precursor to a pandemic.

###### ***a. Surveillance***

- Monitor bulletins from CDC and CDHS regarding virologic, epidemiologic, and clinical findings associated with new variants isolated within or outside the U.S.
- Meet with appropriate partners and stakeholders and review major

- elements of enhanced surveillance activities; modify and update plan as needed.
- Activate enhanced local surveillance to detect importation and local spread in coordination with the State Viral and Rickettsial Disease Laboratory (VRDL) in Richmond.
- Obtain appropriate reagents from the VRDL, if appropriate, to detect and identify the novel strain.

**b. Vaccine and Pharmaceutical Delivery**

- Meet with hospitals, health care providers, and other partners and stakeholders to review major elements of the vaccine distribution plan, including plans for storage, transport, and administration of vaccines and antivirals.
- Modify plan as needed to account for updates, if any, on recommended target groups and projected vaccine supply.

**c. Emergency Response and Communications**

- Test local communication systems, including ReddiNet and CAHAN, to ensure that local and statewide communications are functional.
- Notify hospitals, health care providers, and other partners and stakeholders of the novel virus alert.
- Modify communications plan (and written materials) as needed (in collaboration with state officials) to account for updates, if any, on projected effects of the novel virus.
- Implement contingency plans, if any, for obtaining critical hardware, software, or personnel to expand communications systems if needed for a pandemic.
- Ensure ongoing coordination among surveillance, epidemiology, laboratory, EMS, OES, and other local response efforts.
- Develop and/or update press release templates. Develop materials for responding to questions that may come from the media.

**2. Pandemic Alert Stage**

Novel virus demonstrates sustained person-to-person transmission and causes multiple cases in the same geographic area.

Novel virus alert activities will be continued at a more advanced level and other activities will be added.

**a. Surveillance**

- Fully activate enhanced surveillance activities. Assess functionality, timeliness, and completeness of data entry and dissemination, data links, and feedback mechanisms throughout the local system.
- Monitor daily CDC and state reports, which will include information from the

following sources:

- o Kaiser facilities' inpatient diagnosis and pharmacy surveillance systems.
- o Collaborating laboratories and LHDs.
- o California sentinel physicians who report directly to CDC and/or CDHS.
- o Quarantine Station reporting of infected individuals arriving from other countries.
- Meet with surveillance partners to increase the amount of patient demographic information collected, in order to identify groups with increased risk.
- Inform surveillance partners of the need to increase specimen collection for detection of novel virus and alert laboratories to prepare for increased numbers of specimens.
- If requested by VRDL, distribute specimen collection kits to hospitals and clinicians and obtain cooperation to facilitate sending isolates to VRDL.
- Recruit pharmacies to participate in reporting antiviral prescriptions filled.
- Assess inventory of laboratory equipment and supplies, noting what is needed.
- Assess inventory of medical equipment and supplies (including ventilators, ICU equipment, and oxygen saturation monitors), noting what is needed.
- Develop contingency plans for procurement of laboratory equipment and supplies, and also for possible redirection and hiring of additional laboratory employees, including clerical/data entry personnel.
- Explore re-certification of non-traditional labor pool and redirection of staff with appropriate skills to alleviate need for additional laboratory personnel.

## **b. Vaccine and Pharmaceutical Delivery**

During the pandemic alert stage, vaccine would not yet be available, and may not be for several months.

- Monitor reports from the CDC, FDA, and CDHS to obtain information on plans for vaccine manufacture.
- Prepare to implement plan for storing and delivering vaccine as it becomes available to DHS (vs. private distribution).
- Review elements of plan for vaccine delivery with partners and stakeholders.
- Ensure that human resources, equipment, and plans for mass immunization clinics are in place (see Chapter VI Mass Vaccination/Prophylaxis and Management Plan).
- Obtain latest CDHS recommendations for priority groups for vaccine allocation and modify as necessary based on current surveillance data.
- Meet with local pharmacists and medical association to discuss potential need to:
  - o increase antiviral and antimicrobial supplies.
  - o increase role of pharmacists in vaccine delivery.
- Coordinate with CDHS to receive the state satellite broadcast

training/refresher on vaccine administration techniques for persons who do not normally administer vaccines, but will be enlisted to do so in a pandemic:

- o arrange for viewing by appropriate groups.
- o provide video copies of the broadcast for local training.

**c. Emergency Response and Communications**

- Ensure communication among the epidemiology and laboratory surveillance programs and emergency management.
- Alert surveillance groups to increase surveillance activities.
- Identify contact person (and backup person) for communication with CDHS.
- Identify spokesperson (and backup person) for communication with press, public, etc.
- Prepare fact sheets detailing responses to questions coming from the media and the public:
  - o include documents intended for electronic distribution on the DHS web site.
  - o include telecommuting advice to employers, labor organizations, and others.
  - o include travel alert information received from the State and/or CDC.
- Respond to media inquiries regarding outbreak.
- Notify hospitals, health care providers, emergency responders, coroners, and mortuary organizations via CAHAN, ReddiNet, or other means as needed.
- Increase laboratory surveillance and disease surveillance.
- Alert emergency responders to work with EMS to inventory critical supplies and solve problems arising from high response volumes.
- Alert Medical Reserve Corps, neighborhood-watch, and/or other community based response organizations.
- Conduct inventory of critical equipment, supplies, and personnel, including availability of hospital beds, antiviral pharmaceuticals, refrigerated depots for vaccines, and transport for delivery of vaccines.
- Identify methods to address personnel and supply shortfalls.
- Plan for implementation of emergency medical treatment sites and temporary infirmary locations, in coordination with local mass-care organizations such as American Red Cross and/or Salvation Army.
- Send bulletins to private providers via local medical association and/or lists acquired from state licensing boards.
- Issue guidelines on influenza precautions for workplaces, emergency departments, airlines, colleges, jails and prisons, public safety agencies, and individuals.

### **3. Pandemic Imminent Stage**

Novel virus causing unusually high rates of morbidity and mortality in widespread geographic areas.

In the pandemic imminent stage the pandemic alert activities will continue at an intensified level.

#### **a. Surveillance**

- Outside of normal surveillance season, verify that hospital and health care surveillance has been activated and DHS is receiving ongoing reports of cases within the county.
- Report the data collected to all participating facilities as well as to CDHS.
- Analyze the inpatient data to determine which population groups are at greatest risk and provide the information to CDHS and to those determining priority groups for vaccine allocation when the supply is limited.
- Participate in special studies, as requested by CDHS:
  - to describe unusual clinical syndromes.
  - to describe unusual pathologic features associated with fatal cases.
  - to conduct efficacy studies of vaccination or chemoprophylaxis.
  - to assess the effectiveness of control measures such as college and business closings.
- Maintain increased laboratory surveillance and other activities outlined previously in the pandemic alert section.

#### **b. Vaccine and Pharmaceutical Delivery**

- Continue activities as listed in pandemic alert stage, including meetings with the local pharmacist and medical associations.
- Increase public information effort designed to keep ill persons at home.
- If vaccine delivery date is predicted by CDC, work with CDHS to:
  - establish local delivery date.
  - review distribution plan and update when new information is available.
  - obtain signed agreements with hospitals and private providers on priority order of groups to receive vaccine when supply is limited.
  - alert to need for security at immunization sites.
  - alert to need for reporting adverse events to VAERS system.
- If vaccine is available, fully activate the immunization program.
- Obtain data on antiviral and antimicrobial supplies.
- Prepare or update recommendations and plans for allocation of antiviral and antimicrobial supplies.

### **c. Emergency Response and Communications**

- Notify hospitals, health care providers and first response agencies of pandemic imminent stage. Set up information flow to all partners and stakeholders, including posting information on County website, CAHAN, and ReddiNet.
- Update documents and fact sheets based on current surveillance information.
- Provide translations of all public information messages into Spanish and the other major languages.
- Monitor the ability of hospitals and outpatient clinics to cope with increased patient loads.
- Implement health education campaign with emphasis on the following:
  - hand washing.
  - stay home rather than be exposed to/spread the influenza virus.
  - check on family, friends living alone.
  - vaccination clinic locations.
  - signs, symptoms.
  - vaccine safety and storage.
- Work with employers and labor organizations to implement a telecommuting system so more people can stay home.
- Activate emergency response system, including Emergency Operations Center and/or DHS Department Operations Center, as appropriate.
- Implement mutual aid or other procedures to address supply and personnel shortfalls.
- Conduct inventory of critical supplies/personnel and solve problems: shortage of supplies (gloves, safety needles, ventilators), personnel shortage (how to get nontraditional labor pool re-certified or alternative staff redirected).
- Develop plan for counseling/psychiatric services (Department of Mental Health, private mental health agencies).
- Develop plans for children orphaned by death of parents (Department of Social Services, private welfare agencies).

### **4. Pandemic Stage**

Further spread of influenza disease with involvement of multiple continents.

#### **a. Surveillance**

Influenza morbidity and mortality surveillance systems will likely become overwhelmed.

- Continue to monitor selected vital statistics for mortality and morbidity data received from the inpatient diagnosis surveillance system to establish age and geographic area-specific rates.
- Use above data to establish priority groups for immunization as vaccine availability changes, providing data to CDHS, hospitals, and private providers

- Continue to monitor reports from WHO, CDC, and CDHS on national and worldwide morbidity and mortality data.
- Laboratory surveillance will focus on detection of antigenic drift variants and resultant viruses that could limit the efficacy of vaccines produced against the original pandemic strain.

**b. Vaccine and Pharmaceutical Delivery**

Continue all pandemic imminent activities. Presumably vaccine would be available for a sizable proportion of the population.

- Monitor VAERS data for evidence of adverse reactions to the influenza vaccine. Report findings routinely to CDHS.
- Modify recommendations and agreements on priority groups for receiving the vaccine to reflect greater availability of vaccine.
- Review surveillance data for changes in risk factors that could require modification of recommendations for priority groups for receiving vaccine.
- Monitor availability of antivirals and, when appropriate, recommend changes in priority groups for receiving vaccine or antivirals.

**c. Emergency Response and Communications**

All of the activities of the pandemic imminent stage and the following:

- Notify hospitals, health care providers, and first responder agencies of Pandemic Stage.
- Implement emergency medical treatment sites and temporary infirmary locations as needed in coordination with local mass-care organizations, such as American Red Cross and Salvation Army, to respond to the overwhelming caseload.
- Increase public information effort designed to keep ill persons at home, providing translations into Spanish and other major languages.
- Request law enforcement mutual aid, if needed. If law enforcement mutual aid system is overwhelmed, the Governor may issue a waiver to allow National Guard and military to act as law enforcement.
- If the medical/health mutual aid system is overwhelmed, the State may request health care workers from other states and/or the federal government.

**5. Second Wave**

Typically in a pandemic, the number of new cases of influenza peaks and then declines giving the impression that the pandemic is over. Then within a few months, influenza incidence once again increases. State and local officials and health care providers need to remain vigilant for a return of the epidemic activity. This is especially difficult given that all personnel and supplies involved in responding to the epidemic will be exhausted by efforts to respond to the pandemic. The perceived “end of the pandemic” may be viewed as an opportunity to relax and recover. However, all essential functions should be restored to return to pandemic imminent status.

Public health personnel who provide the data to CDHS will probably still be backlogged with reports, but should be encouraged to maintain extra staffing levels.

All sources of surveillance data will need to be convinced that their contributions are still essential because of the likelihood of a second wave. If the decline in the number of cases occurs outside the normal influenza season, it will be necessary to explain the importance of maintaining vigilance because the second wave could occur at any time.

Immunization efforts in lower risk groups should continue as vaccine becomes available to increase “herd immunity” in the population in the event of a second wave.

Laboratory surveillance should also return to pandemic imminent status while maintaining surveillance for possible antigenic drift.

## **E. Public Information and Risk Communication**

Dissemination and sharing of timely and accurate information with the health care community, the media, and the general public will be one of the most important facets of the pandemic response. Instructing the public in actions they can take to minimize their risk of exposure or actions to take if they have been exposed will reduce the spread of the pandemic and may also serve to reduce panic and unnecessary demands on vital services.

The Public Health PIO in consultation with the Health Officer and Communicable Disease staff will identify public health issues and concerns that will or may need to be addressed through public information messages regarding pandemic influenza and will identify affected target audiences for messages.

Messages will address, but not be limited to, vaccine supply, antiviral use, low-tech prevention methods, and maintenance of essential services. They will also identify appropriate strategies for dissemination of messages including postings to the Public Health website.

### **REPORTING EMERGENCIES NOT PREVIOUSLY COVERED:**

- The quickest and easiest way to obtain professional help for any type of emergency not specifically covered by these procedures is to call Campus Safety for assistance. Dial extension 8611 from a campus phone or (626) 914-8611 from a cell phone.
- When calling, stay calm and carefully explain the problem and location to the dispatcher. If the number is busy, call again until there is an answer. Reports can also be made via the Citrus Guardian mobile app.
- Quickly notify the dean or immediate supervisor of the emergency and begin to take the appropriate action warranted by the situation.

- If a sign language interpreter is needed to facilitate communication between off-campus hospital personnel and an injured deaf person, arrangements can be made by calling COMMEND - Communication Medical Emergency Network for the deaf at 1-800-422-7444 or LIFESIGNS at 1-800-633-8883 v/tdd.

## **REMAIN CALM – HELP OTHERS REMAIN CALM.**

Board Approved 05/17/11  
Revised 07/16/13  
Revised 11/16/21  
Revised

---

New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

## **CITRUS COMMUNITY COLLEGE DISTRICT GENERAL INSTITUTION**

### **AP 3516 REGISTERED SEX OFFENDER INFORMATION**

References: Penal Code Sections 290, 290.01, and 290.95; 34 Code of Federal Regulations (C.F.R.) 668; Campus Sex Crimes Prevention Act 42 U.S. Code Section 14071j; 20 U.S. Code Sections 1092(f)(1)(I) and 1232g (b) (7)(A) (Campus Sex Crime Prevention Act)

The District shall include in its Annual Security Report a statement advising the campus community where information pertaining to registered sex offenders may be obtained.

Sex offenders are required to register with the police in the jurisdiction in which they reside and at institutions of higher learning if they are students there or if they work there as employees, contractors, or volunteers. A sex offender who is an employee or volunteer in the District must disclose his/her/their status as a registrant upon his/her/their application or acceptance of the position if he/she/they:

- 1) would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or have supervision or disciplinary power over minor children or
- 2) would be working directly and in an accompanied setting with minor children and his/her/their work would require touching minor children on more than an incidental basis.

A sex offender who must register for committing a crime against a minor victim under the age of 16 is prohibited from serving as an employer, employee, contractor, or volunteer in any capacity in which the sex offender would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or involving having supervision or disciplinary power over minor children.

~~The Citrus College Department of Campus Safety is not a police department but a non-sworn security department in accordance with Education Code Section 72330.5.~~  
Because the District has no campus police department, the sex offender shall register with the police of the city in which the campus is located. Sex offenders who may be required to register should do so at: The Glendora Police Department, 150 S. Glendora Avenue, Glendora, California.

Information concerning registered sex offenders can be obtained from:  
[www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)

Desk Review 03/10/16  
Desk Review 09/12/19  
Desk Review 02/16/22  
Revised

---

New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

## **CITRUS COMMUNITY COLLEGE DISTRICT GENERAL INSTITUTION**

### **AP 3520 LOCAL LAW ENFORCEMENT**

Reference: Education Code Section 67381 and 67381.1; 34 Code of Federal Regulations Part 668.46

Citrus Community College District has a Memorandum of Understanding (MOU) with the Glendora Police Department. The MOU clarifies operational responsibilities for investigations of all criminal incidents, including all Part I crimes as defined in the Uniform Crime Reporting Handbook of the Federal Bureau of Investigation. Part I violent crimes, defined by law as These include willful homicide, forcible rape, robbery, and aggravated assault; sexual assaults, including, but not limited to rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of any of these; and hate crimes as defined by law, occurring at the District.

The MOU designates the Glendora Police Department as the agency that has operational responsibility for violent crimes, sexual assaults, and hate crimes, and delineates the specific geographical boundaries of each agency's operational responsibility, including maps as necessary.

The MOU required by law and Board Policy is a public record and is made available for inspection by members of the public upon request to the Citrus Community College District Department of Campus Safety (Department of Campus Safety). Written agreements shall be reviewed and updated if necessary every five years.

The Department of Campus Safety maintains a close working relationship with the Glendora Police Department. The Department of Campus Safety occasionally works with other law enforcement agencies, including Azusa Police Department and Azusa Pacific University Campus Safety. Meetings may be held between the leaders of these agencies on both a formal and informal basis. The Department of Campus Safety and the Glendora Police Department communicate regularly on the scene of incidents that occur in and around the campus area. When incidents arise that require joint investigative efforts, resources, crime related reports and exchanges of information, the Department of Campus Safety will work closely with the Glendora Police Department.

In response to a call, the Department of Campus Safety will take the required action, dispatching an officer to the scene and documenting the incident. Documentation may be an informational entry on the department's daily log, a "tag" entry, or an Incident Report. All documentation by the Department of Campus Safety is forwarded to the Vice President of Student Services for review and potential action. The Department of Campus Safety may investigate a report when it is deemed appropriate.

Crimes should be reported to the Department of Campus Safety to ensure inclusion in the annual crime statistics and to aid in providing timely warning notices to the campus community, when appropriate.

Students, faculty, staff, community members, and guests, and invitees are encouraged to report all crimes and public safety related incidents on campus, public property immediately adjacent to campus, and non-campus Citrus College buildings and property to the Department of Campus Safety in a timely manner.

Recommended Procedures for Reporting a Crime or Other Emergency:

- For Life Threatening/-Emergency Situations: Dial 911 (*9-911 from a campus phone*) and the Department of Campus Safety immediately after at (626) 914-8611 (*8611 from a campus phone*). Be prepared to provide official address, building name and room number.
- For Non-Life Threatening/Non-Emergency Situations: Call the Department of Campus Safety at (626) 914-8611 (*8611 from a campus phone*).

The Department of Campus Safety strives to provide a safe and secure learning and working environment for the Citrus College community. Campus Safety Officers receive their authority, limited to District property, from the Board of Trustees of Citrus College and California penal, education, and vehicle codes. Campus Safety Officers may make, or may assist others in making, private citizen's arrest pursuant to California Penal Code Section 837. Under certain circumstances, Campus Safety Officers may detain offenders for local law enforcement. Additionally, Campus Safety Officers are authorized to enforce traffic and parking regulations on District property.

Campus Safety Officers have the authority to ask persons for identification and to determine whether individuals have lawful business at the District. Per the MOU with the Glendora Police Department, Campus Safety Officers write incident reports for crimes that occur on property owned and operated by the District. Criminal incidents are referred to the Glendora Police Department who has jurisdiction on the campus. The District maintains a highly professional working relationship with the Glendora Police Department. All crime victims and witnesses are strongly encouraged to immediately report crimes to the Department of Campus Safety and appropriate police agencies. Prompt reporting will assure timely warning notices on-campus and timely disclosure of crime statistics.

All reports will be investigated by the Department of Campus Safety, Human Resources, or the Title IX Coordinator. Violations of law will be referred to the Glendora Police Department and when appropriate, to the Executive Director of Human Resources or the Dean of Students for review. The District has procedures for voluntary, confidential reporting of crimes, which can be utilized by victims of crime who do not want to pursue action within the District or the criminal justice system. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the District, and may enhance safety by helping the District keep an accurate record of the

number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger.

A confidential report may be filed with a professional counselor in the Student Wellness Health Center. For purposes of this procedure, campus “professional counselors” are District employees whose official responsibilities include providing mental health counseling to members of the District community and who are functioning within the scope of their license or certification. This definition includes Student Wellness Health Center Mental Health Therapists and does not include academic counselors. When acting as such, professional counselors are not considered to be campus security authorities and are not required to report crimes for inclusion into the annual disclosure of crime statistics. As a matter of policy, they are encouraged; if and when they deem it appropriate, to inform persons being counseled of the procedures to report crimes on a voluntary, confidential basis for inclusion into the annual crime statistics.

Board Approved	05/18/10
Revised	11/20/12
Revised	05/11/15
Revised	07/19/16
Revised	07/18/17
Revised	05/04/21
<u>Revised</u>	

---

New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

**CITRUS COMMUNITY COLLEGE DISTRICT  
STUDENT SERVICES**

**BP 3540      SEXUAL AND OTHER ASSAULTS**

References: Education Code Sections 67382, 67385, and 67386; 20 U.S. Code Section 1092(f); 34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to rape as defined by California law, whether committed by an employee, student or member of the public, that occurs on District property, is a violation of Board Policies and Administrative Procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Superintendent/President shall establish administrative procedures to ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67382, 67385, and 67386; 20 U.S. Code Section 1092(f); and 34 Code of Federal Regulations Section 668.46(b)(11).

See Administrative Procedure 3540 Sexual and Other Assaults.

Board Approved	12/07/10
Revised	12/03/13
Revised	07/21/15
Desk Review	03/10/16
Desk Review	09/12/19
<u>Desk Review</u>	

## **CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES**

### **BP 5052      OPEN ENROLLMENT**

**References:** Education Code Section 84500; Title 5 Sections 51006, 55003, 55522, 58106, and 58108

All courses, course sections, and classes of the District shall be open for enrollment to any person who has been admitted to the college. Enrollment may be subject to any priority system that has been established. Enrollment may also be limited to students meeting properly validated prerequisites and co-requisites, or other exemptions set out in statute or regulation.

The Superintendent/President shall assure that this policy is published in the catalog and schedule of classes.

See Administrative Procedure 5052 Open Enrollment.

Board Approved	07/21/09
Revised	09/09/14
Desk Review	06/19/18
Desk Review	09/16/21
Desk Review	

## **CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES**

### **AP 3540      SEXUAL AND OTHER ASSAULTS**

References: Education Code Sections 67385, 67385.7 and 67386; 20 U.S. Code Section 1092(f); 34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District or on grounds or facilities maintained by a student organization, is a violation of District Board Policies (BP) and Administrative Procedures (AP), and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (Also see BP 5500 Standards of Conduct and AP 5520 Student Discipline Procedures).

“Sexual assault” includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

“Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

“Domestic violence” includes felony or misdemeanor crimes of violence committed by:

- a current or former spouse of the victim;
- a person with whom the victim shares a child in common;
- a person who is cohabitating with or has cohabitated with the victim as a spouse;
- a person similarly situated to a spouse of the victim under California law; or
- any other person against an adult or youth victim who is protected from that person’s acts under California law.

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for ~~his or her~~their safety or the safety of others, or to suffer substantial emotional distress.

It is the responsibility of each person involved in sexual activity to ensure that ~~he or~~  
~~she/they have~~ she/they have the affirmative consent of the other or others to engage in the sexual

activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

“Affirmative consent” means affirmative, conscious, and voluntary agreements to engage in sexual activity.

These written procedures are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, also see AP 3500 Campus Safety, AP 3510 Workplace Violence Prevention, and AP 3515 Reporting of Crimes).

All students, faculty members, or staff members who allege they are the victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the District's Title IX Coordinator, who shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the Title IX Coordinator is authorized to release such information.

The Title IX Coordinator shall provide all alleged victims of domestic violence, dating violence, sexual assault, or stalking with the following:

1. A copy of the District's Board Policy and Administrative Procedures regarding domestic violence, dating violence, sexual assault, or stalking;
2. A list of campus personnel who should be notified of the alleged assault and procedures for such notification, if the alleged victim consents:
  - a. Vice President of Student Services;
  - b. The Department of Campus Safety (who notifies Glendora Police Department); and
  - c. Student HealthWellness Center for counseling resources.
3. Information about the importance of preserving evidence and the identification and location of witnesses;
4. A description of available services, and the campus personnel available to provide those services if requested. Services and those responsible for providing or arranging them include:
  - a. Notification to Glendora Police Department or local law enforcement by the Department of Campus Safety. Anonymous reporting is available;
  - b. Assistance in securing emergency transportation to a hospital, if needed by the Department of Campus Safety;

- c. Immediate referral to the Student ~~Health~~Wellness Center for advocacy and counseling resources or referral to a counseling center;
- d. A list of other available campus and off campus resources through the Title IX Coordinator.

5. A description of the victim's option to:

- a. Notify proper law enforcement authorities, including the Department of Campus Safety and the Glendora Police Department;
- b. Be assisted by campus authorities such as the Title IX Coordinator and the Department of Campus Safety in notifying law enforcement authorities if the victim so chooses;
- c. Decline to notify such authorities;
- d. Obtain orders of protection, no contact orders, or similar lawful orders issued by a court;
- e. Receive information about how the District will protect the confidentiality of victims; and
- f. Be provided available assistance with, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.

6. A description of each of the following procedures and services:

- a. Criminal prosecution;
- b. Civil prosecution (i.e., lawsuit);
- c. District disciplinary procedures for both student and employee;
- d. Modification of class schedules; and
- e. Academic tutoring, if necessary.

The Title IX Coordinator, or designee, should be available to provide assistance to Campus Safety personnel regarding how to respond appropriately to reports of sexual violence.

The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 7101 Discrimination Complaint Procedure: Students, Employees and Job Applicants regardless of whether a complaint is filed with local law enforcement.

All alleged victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be kept informed, through the Title IX Coordinator of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal. Alleged victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

A complainant or witness who participated in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including but not limited to, an action that places the health and safety of any other person at risk or involves plagiarism, cheating, or academic honesty.

In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to allege lack of affirmative consent if the accused believed that the complainant consented to the sexual activity under either of the following circumstances:

- The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.
- The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

- The complainant was asleep or unconscious.
- The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- The complainant was unable to communicate due to a mental or physical condition.

The District shall maintain the identity of any alleged victim or witness of domestic violence, dating violence, sexual assault, or stalking on District property, as defined above, in confidence unless the alleged victim or witness specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking on District property shall be referred to the District's Office of External Relations, which shall work with the Title IX Coordinator to assure that all confidentiality rights are maintained.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sexual assault, domestic violence, dating violence, and stalking and procedures that should be followed after an incident of domestic violence, dating violence, sexual assault, or stalking has been reported, including a statement of the standard of evidence that will be used during any District proceeding arising from such a report. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses, domestic violence, dating violence, or stalking;
- Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;
- Information on a student's right to notify appropriate law enforcement authorities, including the Department of Campus Safety and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests, and the right to decline to notify these authorities;
- Information about how the District will protect the confidentiality of victims, including how publicly-available recordkeeping will be accomplished without the inclusion of identifying information about the victim, to the extent permissible by law;
- Information for students about existing on- and off-campus counseling, mental health, victim advocacy, legal assistance, or other services for victims;
- Written notification of options for victims and available assistance in changing academic, living, transportation, and working situations, if requested, and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to the Department of Campus Safety or local law enforcement;
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sexual assault, or stalking including a clear statement that:
  - Such proceedings shall provide a prompt, fair, and impartial resolution;
  - Such proceedings shall be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability;
  - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
  - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from alleged domestic violence, dating violence, sexual assault, or stalking; the procedures for the accused and victim to appeal the results of the disciplinary proceeding; of any changes to the results that occur prior to the time that such results become final; and when such results become final. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused.
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance

rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking.

## **Education and Prevention Information**

The Title IX Coordinator shall:

- Provide, ~~as part of the campus' established on-campus orientation programs, education, and prevention, and outreach~~ information about domestic violence, dating violence, sexual assault, or ~~and~~ stalking ~~as part of the campus orientation programs~~. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations, and shall include the District's sexual assault policy and prevention strategies including empowerment programming for victim prevention, awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.

The outreach programming included as part of an incoming student's orientation must include, at a minimum, all of the following:

- The warning signs of intimate partner and dating violence.
- Campus policies and resources relating to intimate partner and dating violence.
- Off-campus resources and centers relating to intimate partner and dating violence.
- A focus on prevention and bystander intervention training as it relates to intimate partner and dating violence.
- Post sexual violence prevention and education information available on the campus internet website regarding domestic violence, dating violence, sexual assault and stalking.

Board Approved	12/07/10
Revised	11/12/13
Revised	03/02/15
Revised	10/20/15
Desk Review	03/10/16
Desk Review	09/12/19
<u>Revised</u>	

---

New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by ~~shading~~.

## CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

### **AP 5020                    NONRESIDENT TUITION**

**References:**              Education Code Sections 68050, 68051, 68075.65, 68130, 68130.5  
                                  and 76140 et seq.; 8 United States Code Section 1101; Title  
                                  5 Section 54045.5

Nonresident students shall be charged nonresident tuition for all units enrolled, unless specifically exempted. A notice listing categories of students who are exempt from paying nonresident tuition shall be posted on the District's website to ensure transparency and accessibility of this information.

Not later than March 1 of each year, the Vice President of Finance and Administrative Services shall bring to the Board of Trustees for approval, an action to establish nonresident tuition and shall provide nonresident students with notice of nonresident tuition fee changes during the spring term before the fall term in which the change will take effect. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community College Budget and Accounting Manual.

The District is authorized to implement a capital outlay fee to be charged to nonresident students. This fee shall not exceed the amount expended by the District for capital outlay in the preceding year divided by the total Full-Time Equivalent Student (FTES) in the preceding year. The fee will be reviewed annually.

Students who would otherwise be charged the capital outlay fee shall be exempt if they demonstrate that they are a victim of persecution or discrimination in the country of which they are a citizen and resident, or if they demonstrate economic hardship.

Students shall be deemed victims of persecution or discrimination if they present evidence that they are citizens and residents of a foreign country and that they have been admitted to the United States under federal regulations permitting such persons to remain in the United States. Students shall be deemed to have demonstrated economic hardship if they present evidence that they are citizens and residents of a foreign country and that they are receiving Temporary Assistance for Needy Families Program, Supplemental Income/State Supplementary benefits, or general assistance.

Nonresident tuition exemption shall be granted to:

- Any students, other than non-immigrant persons as defined by 8 United States Code Section 1101(a)(15), who meet the following requirements:
  - either high school attendance in California for three or more years OR

attainment of credits earned in California from a California high school equivalent to three or more years of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California secondary schools, or combination of those schools;

- graduation from a California high school or attainment of the equivalent thereof; registration or enrollment in a course offered for any term commencing on or after January 1, 2002;
- completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption; and
- in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her their immigration status, or will file an application as soon as he/she they are eligible to do so.
- Any nonimmigrant person granted "T" or "U" visa status title as defined by 8 United States Code Section 1101(a)(15)(T)(i) or (ii), or section 1101(a)(15)(U)(i) or (ii), respectively, who meet the following requirements:
  - high school attendance in California for three or more years;
  - graduation from a California high school or attainment of the equivalent thereof;
  - registration or enrollment in a course offered for any term or commencing on or after January 1, 2002; and
  - completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption.
- Certain military personnel and their dependents in accordance with AP 5013 Students in the Military.
- Students who demonstrate financial need, have a parent who has been deported or was permitted to depart voluntarily, moved abroad from California as a result of that deportation or voluntary departure, and attended a public or private secondary school in the state for three or more years. Upon enrollment, students who qualify for this exemption must be in their first academic year as a matriculated student in the California public higher education system, live in California, and file an affidavit with the District stating that they intend to establish residency in California as soon as possible.
- A special part-time student, other than a nonimmigrant person as defined by 8 United States Code Section 1101(15)(a), participating in a College and Career Access Pathways (CCAP) partnership program and enrolled in no more than 15 units per term.
- A nonresident student who enrolls in a credit English as a Second Language course at the District and who is any of the following:
  - A recent immigrant, as defined in 8 U.S. Code Section 1101(a)(15);
  - A recent refugee, as defined in 8 U.S. Code Section 1101(a)(42); or
  - A person who has been granted asylum by the United States, as defined in 8 U.S. Code Section 1158.

This exemption applies only to individuals who, upon entering the United States, settled in California and who have resided in California for less than one year. This exemption applies only to the tuition fee for credit ESL courses.

Students who are exempted from the nonresident tuition fee are exempted from the capital outlay fee.

Board Approved 03/02/10  
Revised 05/05/15  
Revised 07/19/16  
Revised 05/15/18  
Revised 05/17/22  
Revised

---

New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

## CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

**BP 5020**

### **NONRESIDENT TUITION**

**References:** Education Code Sections 68050, 68051, 68130, 68130.5, 76140 et seq.; Title 5 Section 54045.5

Nonresident students shall be charged nonresident tuition for all units enrolled, unless specifically required by law.

Not later than March 1 of each year, the Vice President of Finance and Administrative Services shall bring to the Board of Trustees for approval an action to establish nonresident tuition and shall provide nonresident students with notice of nonresident tuition fee changes during the spring term before the fall term in which the change will take effect. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community College Budget and Accounting Manual.

The District is authorized to implement a capital outlay fee to be charged to nonresident students. This fee shall not exceed the amount expended by the District for capital outlay in the preceding year divided by the total Full-Time Equivalent Student (FTES) in the preceding year. The fee will be reviewed annually.

Students who would otherwise be charged ~~the capital outlay fee these fees~~ shall be exempt if they demonstrate that they are a victim of persecution or discrimination in the country of which they are a citizen and resident, or if they demonstrate economic hardship.

Students shall be deemed victims of persecution or discrimination if they present evidence that they are citizens and residents of a foreign country and that they have been admitted to the United States under federal regulations permitting such persons to remain in the United States. Students shall be deemed to have demonstrated economic hardship if they present evidence that they are citizens and residents of a foreign country and that they are receiving Temporary Assistance for Needy Families Program, Supplemental Income/State Supplementary benefits, or general assistance.

Students who would otherwise be charged ~~the capital outlay fee these fees~~ shall be exempt if they demonstrate that they have a parent who has been deported or was permitted to depart voluntarily, they moved abroad from California as a result of that deportation or voluntary departure, and they attended a public or private secondary school in the state for three or more years. Upon enrollment, students who qualify for this exemption must be in their first academic year as matriculated students in California public higher education, live in California, and file an affidavit with the

District stating that they intend to establish residency in California as soon as possible.

Additionally, students who would otherwise be charged nonresident tuition fees for credit English as a Second Language courses shall be exempt if they demonstrate they are a recent immigrant, a recent refugee, or a person who has been granted asylum by the United States. This exemption applies only to individuals who, upon entering the United States, settled in California and who have resided in California for less than one year.

The Superintendent/President or designee shall establish procedures regarding collection, waiver, and refunds of nonresident tuition and capital outlay fee.

See Administrative Procedure 5020 Nonresident Tuition.

Board Approved	05/19/09
Desk Review	05/02/13
Revised	05/05/15
Revised	07/19/16
Revised	05/15/18
Revised	05/17/22
<u>Revised</u>	

---

New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

## **CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES**

### **AP 5031 INSTRUCTIONAL MATERIALS FEES**

References: Education Code Section 76365; Title 5 Sections 59400 et seq.

Students may be required to provide instructional materials for a credit or noncredit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

#### **Definitions**

"Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class, or any such material which the instructor determines is necessary to achieve the required objectives of a course.

"Solely or exclusively available from the District" means that the instructional material is not available except through the District, or that the District requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the District if it is provided to the student at the District's actual cost; and 1) The instructional material is otherwise generally available, but is provided solely or exclusively by the District for health and safety reasons; or 2) The instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.

"Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the

required objectives of a course to be accomplished under the supervision of an instructor during the class hours.

### **Establishing Required Materials and Related Fees**

For new courses requesting fees, or existing courses requesting new or revised fees, the process established by the Curriculum Committee for recommending such fees shall be followed. The request must comply with the definitions above.

As part of the process for establishing fees, justification must be provided of how the request meets the State criteria for allowable fees; and calculation and support data for determining fees must be provided.

The Office of Academic Affairs gathers related data and responds to inquiries from the California Community College Chancellors' Office.

All instructional material fees are published in the class schedule and collected at the time of enrollment.

Board Approved	03/02/10
Revised	11/12/13
Desk Review	10/04/17
Revised	04/06/21
<u>Revised</u>	

---

New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

# CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

## AP 5075 COURSE ADDS AND DROPS

**References:** Title 5 Sections 55024 and 58004

### **Deadline Dates**

The Admissions and Records Office will publish on the Citrus College website the deadline dates to add, drop without record, receive a refund, withdraw with a "W", and census date for each class.

### **Adding Courses**

Students may add classes until the last day to add for each class. If the class is closed because the enrollment maximum is reached, the instructor or another college official may give students add codes to register for the class. Add codes issued by the instructor of record or another college official, may only be used by the student to whom they were given. Students may not sell or give add codes to other students.

**A student is not registered for a class if their name does not appear on the official class roster. Student on a waiting list are not officially registered in the class.**

After the last day to add a class, the class may only be added by formal petition from the student to the Dean of Enrollment Services.

### **Withdrawals**

- No notation shall appear on the student's record for drops during the first 20% of the class.
- Students will receive a "W" withdrawal for drops between the 20% and 60% of the class. The "W" shall not be used in calculating grade point averages but shall be used in determining probation and dismissal of a student.
- Drops after 60% of the course is completed will not be authorized. An evaluative grade (A, B, C, D, F, FW, P, NP) must be given.

A student will be permitted to withdraw from a class and receive a "W" no more than three times. After the second withdrawal, a student is required to go through the three-peat process to enroll in the course. In the case of multiple withdrawals, the District provides a registration intervention process for students with multiple withdrawals. See Administrative Procedure 4225 Course Repetition.

Students may petition the Dean of Enrollment Services to enroll in a class after having received the maximum authorized number of "W" symbols. If the petition is approved, the student must receive a grade or a non-evaluative symbol other than a "W" upon

completion of the course and the District shall not claim apportionment for that additional repetition.

A military withdrawal ("MW") will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt. A military withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol of "MW" shall be assigned at any time after the period established by the District during which no notation is made for withdrawals. In no case shall a military withdrawal result in a student being assigned an "FW" grade.

An excused withdrawal ("EW") will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt, nor will it be counted in progress probation and dismissal calculations. An excused withdrawal occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting ~~his/her~~ their ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is subject to immigration action, or other extenuating circumstance making completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of the student's behavioral violation or if the student requested and was granted mid-semester transfer. Upon verification of these conditions and consistent with the District's required documentation substantiating the condition, a withdrawal symbol of "EW" may be assigned at any time after the period established by the District during which no notation is made for withdrawals. In no case shall an excused withdrawal result in a student being assigned an "FW" grade.

While primary responsibility for class attendance and maintaining an accurate registration record rests with the student, the instructor has the responsibility for maintaining accurate and proper accountability records for state apportionment requirements. Students are responsible for adding or dropping courses. Before the census day for each class, the instructor of record shall clear the class roster of inactive students.

"Inactive students" include:

- Students identified as no-shows,
- Students who officially withdraw,
- Students who are no longer participating in the courses and are therefore dropped by the instructor.

See Administrative Procedure 4223 Withdrawal from Courses and Administrative Procedure 4225 Course Repetition.

Board Approved	06/16/09
Revised	03/02/10
Revised	06/19/12
Revised	08/13/13
Revised	02/06/18
Revised	11/02/18
Revised	04/07/20
<u>Revised</u>	

---

New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

## CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

### AP 5460 STUDENT FUNDRAISING

This procedure applies to all student fundraising activities for campus clubs, organizations and programs other than those sponsored or overseen by the Citrus College Foundation. Fundraisers should be held for the benefit of campus clubs, scholarships and student life.

All fundraisers will be approved ~~through by~~ the Student Life and Leadership Development Office or by the appropriate division dean to ensure proper compliance with District policies and procedures.

Approved activities may not intrude upon normal college student life or operations. Publicity and other efforts at accomplishing the event must follow appropriate rules and standards set forth by appropriate college policies and procedures.

All money collected must be deposited in an Associated Students Organization (ASO) or Citrus College Foundation account and disbursed in accordance with normal established procedures.

#### PROCEDURES FOR SPONSORING A FUNDRAISING ACTIVITY OR DRIVE

Approval may be gained one of three ways:

- Clubs and organizations officially recognized by the Student Life and Leadership Development Office must follow the procedures set forth by the Student Life and Leadership Development Office, Inter-Club Council and Associated Students of Citrus College (ASCC) Executive Board.
- A student not affiliated with an officially recognized campus organization, may petition the ASCC Executive Board for consideration of approval. The petition must be signed by a minimum of ten other Citrus College students.
- ~~Inter-collegiate~~ athletics and performing arts groups must follow the procedures set forth by their division dean.

#### FREQUENCY

- ~~No two on-campus fundraising drives may be conducted at the same time. More than one fundraiser drive may be conducted at the same time. However, the district reserves the right to restrict the number of fundraisers based on contracts entered into or This limitation has as its intent the desire to avoid excessive interruptions of class and campus life, and to enhance the opportunities for success of the event through the added support and enthusiasm possible only through carefully spaced fundraising and comparable efforts. Fundraising drives may occur simultaneously. However, the District reserves the right to restrict the number of fundraisers based on existing contractual obligations, the need to minimize disruptions to college~~

operations, or to maximize the success of a fundraising event by spacing out events to optimize the potential for sales.

- Exceptions to these limitations include those traditional organizations and class activities usually aimed at small segments of the college. Special requests for fundraising and related activities will be considered on an exceptional basis. Exceptions will be approved by the Student Life and Leadership Development Office.
- Inter-collegiate athletics and performing arts groups must follow the procedures for frequency set forth by their division dean.

#### IMPLEMENTATION OF FUNDRAISING DRIVES AND ACTIVITIES

- Fundraising drives may not continue longer than three weeks. Requests should clearly state the purpose, methods of collection to be utilized, time span anticipated and sequence of events desired.
- Clothing, food and other valuable items shall be counted and a list filed at the Student Life and Leadership Development Office with a plan for disbursement.
- Items which would normally be sold in the bookstore will not be sold for fundraising purposes unless permission is granted from a bookstore supervisor.
- Sale of all food items will comply with existing health laws and Administrative Procedure 5470 Sale/Distribution of Food Items.
- Inter-collegiate athletics and performing arts groups must follow the procedures set forth by their division dean.

Board Approved	11/17/09
Desk Review	06/27/11
Revised	09/09/14
Desk Review	05/15/18
Revised	11/16/21
<u>Revised</u>	_____

---

New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

# **Discussion**

## Burden-Free Access to Instructional Materials – Local Practice Draft Language

**Note: This is an example of how we can amend the AP/BPs based on the example of one college, Rio Hondo.**

### BP 5030 Fees

#### **Instructional Materials Fees**

Education Code Section 76365; Title 5 Sections 59400 et seq.

Students may be required to have instructional and other required materials for a credit or noncredit course, provided such materials are of continuing value to the student outside the classroom setting and provided that such materials are not solely or exclusively available from the District. Required material may include but is not limited to, textbooks, tools, equipment, and clothing. **The District shall ensure student access to textbooks and supplemental materials on the first day of class and strengthen student access to other instructional materials before their required use.**

### AP 5031 Instructional Materials Fees

Students may be required to provide instructional materials for a credit or noncredit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors **are responsible for selecting instructional materials and** shall take reasonable steps to minimize the cost of instructional materials.

The District will publish these regulations in each college catalog.

### **Open Educational Resources (OER), Low-Cost Textbooks (LTC), and Zero-Textbook-Cost (ZTC)**

Citrus College encourages faculty adoption of open educational resources (OER) and low-cost textbooks (LTC) when feasible and within the parameters of academic freedom

(BP/AP 4030). Citrus College also supports the ongoing development and maintenance of zero-textbook-cost (ZTC) pathways to either a degree or a certificate. The preferred mechanism for a course section to achieve ZTC status shall be the adoption of OER, as the adoption of OER supports student success and persistence by ensuring not only that every student gets their instructional materials on the first day of the term, but also allows faculty to tailor resources to better meet student needs.

### **Student Access to Materials**

**The District will ensure student access to textbooks and supplemental materials that are needed on the first day of class. The District will strengthen student access to other instructional materials before their requires use in any course to minimize financial and administrative burdens to students.**

In order to ensure student access to textbooks and supplemental materials that are needed on the first day of class, the college will:

- Develop procedures that enable early financial aid disbursements
- Enhance and utilize lending programs to support immediate access to course materials
- Encourage and support students in the early completion of financial aid applications/files
- Develop processes that encourage and support faculty to adopt OER for courses in which OER is commonly available
- Develop processes that encourage and support faculty to adopt OER for courses needed to satisfy GE requirements
- Develop processes that encourage and support faculty to adopt/adapt OER for courses needed to complete degrees and certificates

Furthermore, the online course schedule will designate all ZTC and LTC course sections in a manner that is clearly communicated to students. The online course schedule will also be searchable for ZTC and LTC course sections, and the search process will be clearly communicated to students.

The College will develop processes and systems to ensure that students are able to access digital content in printed format, when possible.

**Bold and underlined areas are new, suggested language to existing AP/BP to meet minimum requirements by Jan 26, 2026.**

Red text is new and based on Rio Hondo College draft language.