

Comprehensive School Safety Plan SB 187 Compliance Document

**2021-2022
School Year**

School: El Camino Real Elementary School
CDS Code: 15-63313-0113027
District: Arvin Union Elementary School District
Address: 911 El Camino Real Rd.
Arvin CA, 93203
Date of Adoption: February 15, 2022

Approved by:

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at El Camino Real Elementary.

Safety Plan Vision

El Camino Real Elementary inspires students to become compassionate global citizens, equipped to collaborate, think critically and communicate effectively within a society that continues to evolve.

Purpose and Scope

The Arvin Union School District (AUSD) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving an AUSD school facility.

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact the office of the Superintendent as quickly as possible. She will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

Safe School Leadership Team (SSLT)

Each AUSD facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: Field Response, Local Government,

Operational Area, Regional, and State.

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS is intended to:

- Facilitate the flow of information within and between levels of the system.
- Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

Essential Management Functions: SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined in this document, will also assist the Incident Commander System if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

Components of the Comprehensive School Safety Plan (EC 32281)

El Camino Real Elementary School Safety Committee

Incident Command/Principal- Lupe Calderon
Planning and Intelligence/ School Secretary- Olga Navarro
Operations/ Vice Principal-
Logistics/Site Custodian- Rick Perez
Administrator Finance/ Student Success Facilitator- Anayeli Lopez
Administrative Designee/ Academic Coach- Guillermina Nguyen
School Nurse- Alondra Quintino

Assessment of School Safety

The school campus is maintained by a custodial staff of several staff members. Staff and students at El Camino Real take pride in their clean, hazard free campus. Staff members are well trained to report potential safety hazards immediately. In rare cases of vandalism, the custodian follows a procedure for reporting to school personnel and makes every effort to repair the damage prior to the arrival of students.

El Camino Real Elementary School faces the normal everyday challenges in maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs for continued improvement in providing a safe, orderly, school environment conducive to learning.

El Camino Real Elementary School has an enrollment of 881 general education, pre-kindergarten through sixth grade students. 85.5% of students are socioeconomically disadvantaged, 60.2% are English Language Learners, 0.3% are foster youth, 0.3% are homeless, and 7.9% of our students have a disability. The ethnic makeup of the pupil population is 95.2% Hispanic, 3.7% White, 0.2% African American, 0.2 % Asian, 0.2 %, and 0.3% Filipino. Our students have a variety of life experiences ranging from some who recently arrived from out of the country or state while others have never left their neighborhood.

A Student Success Team (SST) meets on a weekly/monthly basis as needed and teachers are encouraged to bring any student before the team who is experiencing difficulty in the areas of attendance, behavior, or academics. The SST team includes the - Coordinator, classroom teacher, academic coach, the School Psychologist when available, the parents of the child, an administrator.

California Healthy Kids Survey Summary of Key Indicators of School Climate and Well Being

The following data are the key safety and school connectedness indicators comparing the previous four years, 2017-2018 (88% response rate), 2018-2019 (85% response rate), 2019-2020 (84% response rate) and 2020-2021 (85% response rate) California Healthy Kids Survey. The percentages below represent the school's responses from our 5th grade students who participated in the respective years.

OVERALL SUPPORTS AND ENGAGEMENTS - Part I

School Connectedness = 81%, 72%, 78%, 72%
Caring Relationships = 79%, 75%, 81%, 75%
High Expectations = 90%, 90%, 91%, 90%
Meaningful Participation = 58%, 46%, 50%, 46%
Perceived School Safety = 86%, 77%, 79%, 77%

OTHER SCHOOL CLIMATE INDICATORS - Part II

Fairness = 80%, 76%, 81%, 76%
Rule Clarity = 88% / 89% / 95%
Social Emotional Learning Supports = 83%, 75%, 89%, 75%
Anti-Bulling Climate = 84%, 80%, 89%, 80%
Positive Behavior = 94%, 89%, 90%, 89%
Home High Expectations = 98% / 90%, 95%
Parent Involvement in Education = 78%, 78%, 83%, 78%

The California Healthy Kids Survey - The California Healthy Kids Survey was administered in March of 2021 providing staff, parents, and students an opportunity to give input concerning the safety and socioemotional well-being of our students. 2021 results indicate an overall decline in most areas. It is important to note that the survey was modified to address the modified instructional model due to Covid school closures. This year, we will be focusing on having high expectations for all students at El Camino, Parent Involvement, and Caring Relationships. These three areas indicate a need for continued improvement in the overall school climate to re-establish community now that schools are open. Student's social emotional wellness overall increased for parents and staff and showed a decrease for students from 89% to 73%. This area will continue to be a priority for the site as students continue to adjust to returning back for in-person learning.

SUSPENSION RATES

The suspension rate declined from 1.2% to 0.4% in 2019. The 2020-2021 school year had no suspensions due partly to having distance learning. So far, the 2021-2022 school year we have had one suspension. Positive Behavior Intervention Support (PBIS) strategies, Incentives, and Multi-tiered Systems of Supports create systematic opportunities for student success creating a positive school culture. In addition, the students attend an annual assembly called the "Mustang Camp" in which the school rules and expectations are reviewed and clarified. Moreover, the Vice Principal works daily with student speakers to deliver the morning announcements and remind the students about school expectations. Students in grades third through sixth grade are trained to be Safe School Ambassadors, representatives voicing the needs and concerns of fellow students and are seen as positive role models helping to redirect students when they are not following the school expectations. They also help identify target areas that have high incident rates by reporting incidents to the vice-principal. Efforts to assist students adjust to returning to in-person schooling is a priority using Intervention, PBIS and R.U.L.E.R. supports.

Additional resources have been allocated to help decrease student suspensions. A Campus Supervisor position helps supervise, encourage, and redirect students in an effort to grow positive relationships. The campus supervisor and the site social worker meet with the students and help them reflect how their actions are affecting others through the use of restorative practices. In addition, the district provides an alternative suspension program that utilizes Blue Water curriculum to promote self-reflection and encourage better decision making.

We have also implemented the R.U.L.E.R. program which supports and trains staff and students to communicate emotions in specific and clear ways. There is a need to teach students how to resolve problems, empathize, and communicate feelings and perspective.

ATTENDANCE RATES

Per data from the Kern Integrated Data System (KIDS), Chronic absenteeism percentage for fall of 2020 is 30% which is an increase of 15.6% from 2020-21 (14.4%). Due to COVID school closures last year students were being provided instruction through distance learning and were given credit for attendance via homework completion. Approximately, 120 students on average are absent daily with 55 or 45.8% absent due to Covid related reasons. We will continue to work with our students with disabilities and specific groups of students including English Learners, homeless, and socioeconomically disadvantaged. Chronic rates are a continued concern as staff strive to engage all students in in-person instruction following 14 months of distance learning.

Overall attendance rates need to improve. Our current attendance rate is 91.29% an improvement from 89.75% in August 2021. Even so, it is a decrease of 5.69% when compared to the fall 2020 attendance current average of 96.98%. Therefore, it is vital that we continue to support families by working closely with them to determine needs and offer students a variety of attendance incentives throughout the year. Among them include: daily, weekly, monthly incentives, trimester incentives, and individual prizes for all students that improve in their attendance.

Our Student Success Facilitator (SSF) will continue to work with the students, site staff, and administration to monitor and track student attendance. Once a student is identified as having any type of attendance issue, the SSF will speak with the student to discuss the matter, set up an attendance meeting with parents, and, if necessary meet with site support staff and parent to develop an attendance plan to best support them. In addition, the SSF will conduct wake up calls and home visits as needed

2022-2023 Drill Schedule:

Once per month at the elementary level fire drill schedule...dates: 8/19/22, 9/15/22, 10/13/22, 11/08/22, 12/02/22, 1/12/23, 2/16/23, 03/08/23, 04/21/23, 05/18/23 = all drills will be conducted in the morning between 8:30 am-10:00 am or in the afternoon between 1:30-1:45 pm.

Specific Lockdown & Reverse Lockdown Drills:

Three per year (once each trimester); 10/03/22; 2/24/23; 4/07/23.

Earthquake Drills:

8/19/22, 10/13/22, 1/25/23, 4/21/23

AED Drill:

3/23/23

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2018 (%)	2019 (%)	2020 (%)	2021 (%)	Change
Finish all classroom assignments	87	80	92	95	+3
Absent 2 or more days in the past 30 days	17	25	28	NA	NA
Fell a part of the school	86	71	74	NA	NA
Adults at school care about you	90	83	90	97	+7
Safety at school	86	77	79	NA	NA
Harassed at school	47	40	40	NA	NA
Parents ask about school	76	74	86	90	+4

Selected Staff-Reported Indicators (California School Staff Survey)

	2018 (%)	2019 (%)	2020 (%)	2021 (%)	Change
Students are motivated to learn	80	88	NA	61	-27
Truancy is moderate/severe problem	21	8	NA	31	+23
School is a supportive/inviting place for students to learn	98	98	NA	100	+2
School is a supportive/inviting place for staff to work	91	92	NA	88	-4
School is a safe place for students	100	95	NA	NA	NA
Harassment/bullying is moderate/severe problem	37	19	NA	26	+7
School is welcoming to/facilitates parent involvement	95	96	NA	97	+1
School has clean and well-maintained facilities	91	90	NA	NA	NA

Suspensions and Expulsions			
School	2018-19	2019-20	2020-21
Suspensions Rate	0.40	0.60	0.00
Expulsions Rate	0.00	0.00	0.00
District	2018-19	2019-20	2020-21
Suspensions Rate	1.20	1.00	0.10
Expulsions Rate	0.10	0.10	0.00
State	2018-19	2019-20	2020-21
Suspensions Rate	3.50	2.50	0.20
Expulsions Rate	0.10	0.05	0.00

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

SCHOOL SAFETY STRATEGY #1:

POSITIVE PUPIL RELATIONS:

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

PREVENTING AND INTERVENING: PUPIL AGGRESSIVE BEHAVIOR

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at El Camino Real use a comprehensive approach to school violence prevention. Pupils are identified using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

MENTAL HEALTH PROGRAMS

A full time Master Social Worker (MSW) school counselor is assigned to El Camino Real. We are also able to offer mental health professional services to the children in collaboration with the local Clinica Sierra Vista. The staff of El Camino Real identifies students with mental health needs. These students and their families receive assistance through the necessary support program.

SCHOOL SAFETY STRATEGY #2:

School administrators, staff, and campus lunch supervisors use common strategies to PROMOTE SCHOOL SAFETY.

CAMPUS SUPERVISOR AND ADMINISTRATIVE POSITIONS:

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

El Camino employs a principal, vice principal, a campus supervisor and several lunch duty supervisors whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal, vice principal and staff have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal and vice-principal at El Camino Real make themselves available for a pupil to safely report troubling behaviors that may lead to dangerous situations. When it comes to school safety, pupils are taught that if they hear or see a safety concern, they must report it (hear it, see it, report it). Effective relationships between the school administration, staff, campus supervisor and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety. Students and parents can call the school, use the STOPit App, or use Microsoft Teams or Outlook to share their concerns.

CAMPUS DISTURBANCES AND CRIMES:

El Camino Real recognizes that campus disturbances and crimes may be committed by kids, visitors, and outsiders to the campus. Several steps, as referred the Arvin Union Emergency Procedures of this plan, have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area, such as our newly adopted and implemented Raptor Visitor System.

VISITORS AND DISRUPTIONS TO EDUCATIONAL PROCESS:

El Camino Real is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. El Camino uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by staff members. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and

staff members, must register immediately upon entering any school building or grounds when school is in session. They must provide a government ID to sign in through the Raptor System.

El Camino has established a visible means of identification for visitors while on school premises through the use of a sticker tag provided by the Raptor Visitor System. Furthermore, the school administration, staff or campus supervisors may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

SCHOOL SAFETY STRATEGY #3:

At El Camino Real, effective procedures will be followed to maintain a SAFE PHYSICAL SCHOOL SITE.

ENHANCING PHYSICAL SAFETY PRACTICES:

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

El Camino Real Elementary School:

- operates a closed campus, where pupils must have permission to enter the campus during school.
- has helped assure a safe learning environment.
- has set a priority to keep buildings clean and maintained.
- has located its playground equipment where it is easily observed.
- keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- keeps a complete list of staff members who have keys to building(s).
- does not allow graffiti to remain on walls.
- Inflammatory bathroom graffiti is removed daily upon discovery.
- provides maximum supervision in heavy traffic areas.
- has established two-way communication between the front office and campus supervisors.
- offers school-or-community-based activities for students after school.

Current Strategies that promote a school climate of respect, emotional safety and a caring community.

1. Clinica Sierra Vista continues to be a critical resource for student mental health referrals. Many of the issues occurring on campus involve student emotional issues beyond the realm of the school setting.
2. Family Resource Center referrals average one to two per quarter with informal phone calls for information being more frequent.
3. A crossing guard aids students' arrival and departure from school.
4. City police officers provide patrols around school sites and walking areas on a regular basis and respond to the site when needed.
5. Monthly Coffee with the Parents meetings where outside agencies conduct informational presentations about concerns identified by parents including- including but not limited to: drug prevention, suicide awareness, cyber bullying, sexual education, air quality, and healthy eating.

ADDITIONAL - Safe School Plan Strategies and Programs

1. Digital P.B.I.S. Mustang Money Incentives/Rewards
2. Red Ribbon Week
3. No-Name Calling Week
4. Random Acts of Kindness Week
5. Safe School Ambassador Program
6. School Leadership Team
7. Daily Announcements
8. Attendance Rewards
9. Classroom Awards
10. Parenting class will be offered to all parents interested in improving their parenting skills.
11. Perfect Attendance Awards and Trips
12. Teachers will collectively plan "grade level" meetings to present informational grade level materials to parents.
13. TK through sixth grade students are excused to visit various areas of the school during the day. All staff members are to continue to monitor the corridors and restrooms to ensure student safety.
14. Staff and students will practice the following drills: fire, earthquake, lockdown, and evacuation. Included in this drill practice will be the 3-in-1 drill practiced once per trimester.
15. Work with teachers who are having ongoing difficulty with at-risk students. Teachers and students will attend assemblies presented at the school site that will assist with building positive relationships.
16. Mustang Store every Month
17. AVID Student of the Month
18. Academic All Star Student Recognition-every month
19. Trimester Congressional Awards
20. Participation in the K-12 Recycling Challenge
21. Suicide Awareness Prevention Campaign

Physical Safety of Students and Staff Current Strategies in Place to Insure Physical Safety of Students and Staff.

1. The physical site is secured by fences and gates.
2. Staff members are placed at open gates to allow students free passage inside the school one-way in the mornings while monitoring visitors on campus.
3. Signs in front of the front parking lot display a "No Drop off Zone," "5 Minute Parking," for parents and others dropping off children in the mornings.
4. Site ground employees keep the grounds clean and well-groomed.
5. Red lines line the door paths and hallways to promote safe passage as well as colored lines to ensure correct bus departure.
6. Yearly visits from the William's Act visitors review the grounds. Each year, El Camino Real passes this important visit which demonstrates the school's commitment in keeping our students safe.
7. ALL school site gates and locks are checked frequently throughout the day.
8. El Camino Real Elementary School staff have been trained to be proactive and aware of their surroundings.
9. El Camino Real's school Visitors may enter through the front door to be greeted by office personnel. They have to present a government issued Identification and run it through our RAPTOR visitor program which checks to see if the visitor is registered as a sex offender. Once the visitor is screened, the visitor will be allowed to

get a “visitor’s pass” and proceed onto campus. This pertains to everyone coming into the campus, including parents visiting for lunch.

10. When a “designated” person wishes to pick up a student, a picture ID will be presented to the school office staff.
11. The El Camino Real Staff have been trained on maintaining a safe school and instructed to stay vigilant and proactive.
12. A physical map of El Camino Real is divided into quadrants and each is color coded. This will enable law enforcement to respond immediately to the located “emergency” on campus.

El Camino Real Elementary School has implemented COVID 19 Safety Precautions to promote the safety of our staff and students. Please refer to the COVID 19 Prevention Plan provided as an attachment for specific strategies.

Youth Development Strategies

Current Youth Development Strategies that promote meaningful student leadership.

1. El Camino Real Elementary School has developed the following strategies that promote meaningful student leadership:

- Safe School Ambassadors Program
- Hallway Monitors
- Breakfast Helpers
- AVID Student of the Month
- Academic All-Stars
- PBIS Student of the Trimester
- Caught Being Good Lunch (currently not being held due to COVID)

2. El Camino Real Elementary school builds and fosters future meaningful relationships within the school setting:

- Volleyball (currently not being held due to COVID)
- Basketball (currently not being held due to COVID)
- Soccer (currently not being held due to COVID)
- Flag Football (currently not being held due to COVID)
- Survey student interest (currently not being held due to COVID)

3. El Camino Real Administration follows the “Positive Behavior Incentive System” (PBIS) and this approach creates a substantial learning opportunity for our students:

- Safe
- Respectful
- Responsible

The list above enables El Camino Real students to develop reasonable attributes regardless of the age of the student. This in turn will facilitate stronger and more resilient students who will have a greater opportunity to become leaders at El Camino Real Elementary and eventually extend their leadership skills to Haven Drive.

Safe School Plan additional strategies to promote Youth Development and Leadership.

1. Provide opportunities for students to participate in activities to experience the developmental stages.
2. Afterschool Sports – Basketball, Flag football, Soccer, Volleyball (currently not being held due to COVID)
3. Afterschool Clubs: Newspaper, Yoga, Art, Fitness, Glee Club ((currently not being held due to COVID)
4. Battle of the Books
5. Oral Language (currently not being held due to COVID)
6. Afterschool Intervention
7. Band/Music Class
8. Art Class
9. Gifted and Talented Education (GATE) Program
10. Safe School Ambassador (SSA) Program

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
(cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144 - Discipline)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6145.2 - Athletic Competition)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

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

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably

suspects has been the victim of child abuse or neglect. (Penal Code 11166)

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

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

Responsibility for Reporting

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

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

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)
(cf. 1240 - Volunteer Assistance)

Reporting Procedures

1. Initial Telephone Report

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

Child Protective Services
100 East California Avenue
Bakersfield, CA 93307
661-631-6011

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

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

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

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

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent

or designee. (Penal Code 11166)

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

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

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

Training

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

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

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

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

Victim Interviews by Social Services

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

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

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

which is
punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)
(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

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

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.
(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.
(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Regulation ARVIN UNION SCHOOL DISTRICT

approved: June 14. 2016 Arvin, California

BP/AR5141.4 Child Abuse Prevention and Reporting

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

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

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Reporting

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

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

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

(cf. 0450 - Comprehensive Safety Plan)

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

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATION

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form: http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Children and Family Services Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway: <https://www.childwelfare.gov/can>

Policy ARVIN UNION SCHOOL DISTRICT

adopted: June 23, 2015 Arvin, California

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

CIVIL DEFENSE AND DISASTER PLAN

THE FOLLOWING PLAN PROVIDES FOR THE DIRECTIONS TO BE TAKEN AT AUSD SCHOOL DURING ANY NATURAL OR MAN-MADE DISASTER. IT IS TO BE PROVIDED FOR EACH STAFF MEMBER THROUGH THE FORM OF INSERVICE, DISCUSSION AND IN WRITING. IT IS TO BE DRILLED AND PRACTICED BY THE STAFF AND STUDENTS UNDER THE DIRECTION OF THE PRINCIPAL.

I. CHAIN OF COMMAND

PERSON: ASSIGNMENT

PRINCIPAL AND VP COMMAND CENTER

SECRETARY MESSENGER CENTER

CLERK MESSENGER CENTER

SITE CUSTODIANS MAINTENANCE & SAFETY

CAFETERIA FOOD SERVICES

II. EMERGENCY OPERATIONS ASSIGNMENTS

(PERSON- ASSIGNMENT- REPORT TO)

SECRETARY- STAND BY TELEPHONE- CAFETERIA & RADIO

CLERK- STAND BY TELEPHONE- CAFETERIA & RADIO

SITE CUSTODIANS- TURN OFF NECESSARY GAS,WATER VALVES, ELECTRIC PANELS- CAFETERIA & RADIO

PRINCIPAL/VP- COORDINATION & COMMUNICATION- CAFETERIA & RADIO

TEACHERS & AIDES- FOLLOW REGULAR DISASTER DRILL PROCEDURES. IF STUDENTS ARE MOVED TO THE CAFETERIA, TEACHERS & AIDES MUST ACCOMPANY THEM.

III. COMMUNICATIONS

DISTRICT OFFICE.....661-854-6500
SUPERINTENDENT.....661-854-6511, 661-747-8219 (CELL)
ASST. SUPERINTENDENT.....661-854-6512, 661-428-8558 (CELL)
CBO.....661-854-6507, 661-599-7239 (CELL)
DIRECTOR, M.O.T.....661-854-6588, 661- 706-4344 (CELL)
SUPERVISOR, TRANSPORTATION & SAFETY.....661-854-6565, 661- 903-0871 (CELL)
DIRECTOR, FOOD SERVICES.....661-854-6543
DISTRICT NURSE.....661-854-6500 Ext. 405
DISTRICT PSYCHOLOGIST.....661-854-6534
TECHNOLOGY COORDINATOR.....661-854-6524

IV. SPECIFIC CONSIDERATIONS

AIR POLLUTION

When the school is notified of severe air pollution, the children will be kept in the building. The school will be closed only if notification is received from the Superintendent or Designee.

BOMB THREAT

In the event of a bomb threat the fire alarm will be immediately activated and the building evacuated. The Police Department will be notified. All children will remain with their teachers on the playground or other designated area until it is declared safe to re-enter the building by the Principal.

CAMPUS DISORDER

If a serious campus disorder occurs immediately notify the office staff. The office staff will notify the Assistant Superintendent's Office and the Police Department. Keep all students in their classrooms until the disorder is resolved.

CHEMICAL ACCIDENT

"Shelter in Place" until staff and students can safely exit the buildings.

1. Principal or Designee shall notify the Superintendent and call 911.
2. Determine the need to implement action
3. Staff and students take shelter inside buildings. Do not leave the building unless instructed to do so by Fire/Police Personnel.
4. Take roll
5. Evacuate the building only when declared safe by authorities.
6. Render first aid as needed.

EARTHQUAKE

During an earthquake the students will take shelter under their desks. If they are in the cafeteria, they will take shelter under the tables. If they are on the playground, they will be instructed to line up in their regular fire drill positions. They will leave the building after the earthquake and not re-enter until it is safe.

ENEMY ATTACK

If notice is received of an enemy attack, four short buzzes will declare a Red Alert. The custodians will shut off the gas and electrical terminals. Have children take cover on the floor on the south side of the classrooms. If on the yard, an announcement will be made over the intercom to enter the classrooms and then take cover on the floor, away from the windows. They will remain in the classrooms until it is declared safe to leave. If/when parents arrive follow the RELEASE PROCEDURES.

EXPLOSION

When an explosion occurs evacuate the building. Office staff will contact the Fire Department and notify the Superintendent. If children are injured 911 will be utilized and an ambulance dispatched.

FIRE

Evacuate the building in FIRE DRILL PROCEDURE. Office staff will contact the Fire Department and notify the Superintendent.

FLOODING

When flooding is to occur students will be transported to an area designated by Kern County Emergency Services. The District Flooding Plan will be in effect.

IV. IF CHILDREN ARE TO REMAIN AT SCHOOL FOR AN EXTENDED TIME THE FOLLOWING PROCEDURE WILL BE USED.

All Classified and Certificated Personnel will remain on duty as long as the children remain in the building. They will be dismissed by the Principal when notice is received to do so from the District Office and/or Law Enforcement.

CARE OF THE CHILDREN

Placement of children if it becomes necessary to remain overnight at school.

GRADES K-3

Primary children will remain with the regular classroom teacher.

GRADES 4-8

When safe to do so, teachers will partner and separate students by gender and coordinate sleeping arrangements.

USE OF LAVATORY FACILITIES

Teachers will assist with escorting students in groups of (4) when safe to do so as needed. Partner with another teacher to supervise students at all times.

WATER

If water is to be conserved, have Cafeteria Manager fill all available containers with water.

FOOD

The Cafeteria Manager will provide a light dinner if necessary. Food will be served in the cafeteria or in the classrooms as needed.

PARENTS

Inform parents of procedures for Request and Release. In any emergency or disaster situation use good common sense.

****SEE CAMPUS DISORDER FOR SHOOTINGS/SNIPERS, AIRPLANE CRASH, POWER OUTAGES OR SEVERE WEATHER CONDITIONS.**

VI. EMERGENCY EVACUATION OF SCHOOL SITE

(It may be necessary to evacuate the school site for reasons other than a flood, in which you would evacuate only to higher ground. Those reasons might be a chemical accident, a bomb threat, neighborhood disorder or violence, an earthquake, explosion, fire or a fallen aircraft.) If directed to evacuate by the Superintendent or Fire/Police authorities at the scene we will refer to our plan, and notify transportation immediately. Schools will evacuate to their designated evacuation sites unless notified otherwise.

*The Arvin Union School District implemented the Standard Respond Protocol (SRP) from the I Love You Guys Foundation into the safety plan procedures during the 2018-2019 school year. Within the SRP are four foundational protocols including lockdown, lockdown, evacuate and shelter.

Each school site will introduce a protocol and its procedures to the staff members with the implementation of the videos and handouts that correlate.

EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be inserted for the following:

1. Lockdown (SRP- Lockdown)
2. Evacuation (SRP- Evacuate)
3. Drive-By Shooting (SRP- Lockdown)
4. Unarmed Intruder (SRP- Lockdown)
5. Shelter in Place (SRP- Shelter)
6. Student Walk Out (SRP- Shelter)
7. Fire Drills and Fires (SRP- Evacuate)
8. Earthquake Drill and Earthquake (SRP- Evacuate)
9. Bomb Threat (SRP- Evacuate)

Each procedure should contain the following elements:

1. Code designation
 - a. Verbal: Lockdown, Evacuation, Fire, etc.
 - b. Bell signal (If any)
2. Description of incidents that will trigger the code
3. Description of action to be taken by administration, teachers, students and Crisis Response Team
4. Procedure and signal to rescind code

ARVIN UNION SCHOOL DISTRICT

2-WAY RADIO PROCEDURES

IN CASE OF A BOMB THREAT, DO NOT ACTIVATE THESE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Designate your signal channel to be used in case of emergency only. Be sure to monitor the system before transmitting.
- Minimize transmissions. Keep sentences short.
- Speak slowly, clearly, within two inches of the radio.
- Use clear “sign-off” terms.
- During normal use, use only the channel assigned to your school.

STUDENT WELLNESS TEAMS

Objective:

SAFE SCHOOLS/HEALTHY STUDENTS is a Federal initiative of persons whose mission is to develop and maintain programs and intra/inter agency collaborations that promote physical, mental, and social health in our students with the goal of promoting educational success.

The objective of Student Wellness Teams is to coordinate the care of students who have been recently evaluated for and/or held on Welfare and Institutions Code 5150 status.

Students will:

- Have a Student Wellness Plan (Safety, Mental Health and, when appropriate, Educational Plan) developed after a 5150 assessment
- When appropriate, participate in the Student Wellness Team Meeting

Parents will:

- Participate in the Student Wellness Team Meeting

Staff will:

- Follow 5150 Procedure Checklist and Flow Chart (Attachments 1, 2)
- Minimally include Parent, Student, Site Administration representative, and School Psychologist on Student Wellness Team. (May also include: Student Assistance Program therapist, Clinica Sierra Vista, Nurse, Teacher, Counselor, School Social Worker, Mental Health Worker, SRO, private provider and/or others.)
- Develop Student Wellness Plans collaboratively
- Complete Student Wellness Plan (Attachment 3) and distribute to appropriate individuals
- Keep all Student Wellness Team information confidential
- Utilize appropriate release of information forms
- Collaboratively decide when to end the Student Wellness Plan
- Provide feedback to site Psychologist on efficacy of Student Wellness Team

STUDENT WELLNESS TEAM CONCEPT

Student Wellness Teams are responsible to the Site Principal/Administrative Designee for coordinating safety/wellness/education plans for students who have been or are at risk for WI Code 5150 status designation.

The School Site collaboratively determines how the Student Wellness Team operates, keeping at the forefront adherence to State and Federal confidentiality laws, professional scope of practice, ethics, and best practices guidelines.

Minimally, Student Wellness Teams include Site Administration, the Psychologist, the student, and the student's parent(s)/guardian(s). Others may be School Nurses, School Counselors, School Social Workers, Student Assistance Program therapists, Mental Health Workers (County/ contracted), School Resource Officer and/or other Law Enforcement personnel, and private providers.

The SW Team may schedule meetings as needed after a student has been assessed by the Student Threat Assessment Team (STAT) for 5150. The meetings do not have to be formal, but must be documented on the Student Wellness Plan. The plan is intended to be short-term and for the acute situation only.

Roles and responsibilities will be determined by the Site Administration. The Professional completing the Assessment of High Risk Areas form will be the contact person for the Kern County Mental Health Team until the Student Wellness Team meets and determines who the contact (case manager) will be. Kern County Mental Health and/or School Resource Officer will contact Site Admin when student is released, provided a valid release has been signed.

EMERGENCY RESPONSE PROCEDURES - see attachment = AUSD SAFETY PROCEDURES

Site 5150 files will be maintained by Site Administration or designee.

Student Wellness Teams will report concerns about processes and about efficacy of the Team to the Director of Student Services, Kathie Kouklis, who will then report to the Superintendent.

In addition, there is an Emergency Plan for Students with Special Needs. (see attachment)

5150 Threat Assessment Forms (see attachment)

Public Agency Use of School Buildings for Emergency Shelters

Coordination of the use of school buildings for emergency shelters, including the American Red Cross for mass care and welfare shelters during disasters or other emergencies, should be coordinated through the office of the Superintendent of the Arvin Union School District - per the California Education Code (sections 32280-32288).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

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

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

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

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

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

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

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual batter

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers
 422.55 Hate crime defined
 422.6 Interference with exercise of civil rights
 422.7 Aggravating factors for punishment
 422.75 Enhanced penalties for hate crimes
 626.2 Entry upon campus after written notice of suspension or dismissal without permission
 626.9 Gun-Free School Zone Act of 1995
 626.10 Dirks, daggers, knives, razors, or stun guns
 868.5 Supporting person; attendance during testimony of witness
 WELFARE AND INSTITUTIONS CODE
 729.6 Counseling
 UNITED STATES CODE, TITLE 18
 921 Definitions, firearm
 UNITED STATES CODE, TITLE 20
 1415(K) Placement in alternative educational setting
 7961 Gun-free schools
 UNITED STATES CODE, TITLE 42
 11432-11435 Education of homeless children and youths
 COURT DECISIONS
 T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
 Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
 Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
 Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118
 Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
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 Management Resources:
 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
 WEB SITES
 CSBA: <http://www.csba.org>
 California Attorney General's Office: <http://www.oag.ca.gov>
 California Department of Education: <http://www.cde.ca.gov>
 U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>
 U.S. Department of Education, Office of Safe and Healthy Students: <https://www2.ed.gov/about/offices/list/oese/oshs>
 Policy ARVIN UNION SCHOOL DISTRICT
 adopted: February 20, 2018 Arvin, California

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Suspensions are reported to each teacher as soon as student has been suspended.
2. Teachers are advised about the confidential nature of the data.
3. Suspension reports are filed in the student's cum and a copy is sent to District Office.

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

- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994–95 school year, the information provided shall be from the previous two school years. For the 1996–97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

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

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

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

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

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy ARVIN UNION SCHOOL DISTRICT

adopted: November 15, 2016 Arvin, California

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

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

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action. (cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Policy ARVIN UNION SCHOOL DISTRICT

adopted: February 20, 2007 Arvin, California

****Please visit school site in person or the district website for current dress code chart.**

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. In addition, parents are informed of procedures for student drop-off and pick-up through the parent handbook, at Coffee with the Parents, and other parent meetings. In addition, the school newsletters provide frequent reminders about traffic and campus safety.

At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of students. Moreover, the administrators frequently supervise the drop off zones on El Camino Real Road and Meyer St. to assist with parking and student safety. Safe School Ambassadors greet students and assist families within the school. Several support staff and teachers are assigned duty 15 minutes before and after school to provide both before and after school supervision. Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department is contacted.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Goal One: Decrease office referrals and bullying reports by 5% as measured by the California Healthy Kids Survey data, Schoolwise Data, and Bullying reporting through the Stop it Application by enforcing school rules, policies and procedures. .

Element:

School Climate

Opportunity for Improvement:

Continue to implement and focus on our three school behavioral expectations by:

Objective 1.1 – Decrease bullying and rough play or retaliation as reported by student surveys and increased classroom, hallway, playground monitoring, and use of Safe School Ambassador (SSA) Program.

Objective 1.2 – Increase communication with students, parents regarding our school expectations/rules, positive and negative consequences, and our resources, support, and intervention strategies incorporated within the approach.

Objective 1.3 – Classroom teachers will post, discuss, model, and role play rules and procedures so all students are aware of expectations.

Objective 1.4 – Continue to develop our school-wide Positive Behavior Incentive System – PBIS.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.1, 1.2, 1.3, 1.4 Decrease bullying and rough play/retaliation.	School wide programs/assemblies and reminders throughout year	PowerPoint/Classroom/Poster paper	SSA/SSF/CC/MSW/Admin	The 2019-2020 Healthy Kids survey reported 40% of the students identified bullying or harrasment as a problem on campus. With these actions in place, we expect a 5% reduction in the number of office referrals reported on the Schoolwise program.
	Enforce the anti-bullying contract	School Procedure for all staff and faculty to share with students	Administration & School Staff	With these actions in place, we expect a 5% reduction in the number of incidents being reported on the STOP It app and office referrals reported on the Schoolwise program.
	Discuss problems with staff, parents, and students.	Communication with Parents and staff via meetings and assemblies and daily announcements.	Admin/MSW/SSF	With these actions in place, we expect a 5% reduction in the number of incidents being reported on the STOP It app and office referrals reported on the Schoolwise program.
	Continue PBIS as the school-wide Positive Behavior Incentive System	Communication with faculty, students and parents.	All School Staff	With these actions in place, we expect a 5% reduction in the number of incidents being reported on the STOP It app and office referrals reported on the Schoolwise program.
	Discuss rewards and consequences with the staff, students and parents. <ul style="list-style-type: none"> • Mustang Money/ Classroom Rewards • Give examples and non-examples of proper behavior 	Communication with students, staff and parents.	Mustang Camp-Admin. All teachers and staff	With these actions in place, we expect a 5% reduction in the number of incidents being reported on the STOP It app and office referrals reported on the Schoolwise program.

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Academic All Stars/ AVID Student of the Month/ Caught Being Good Lunches/ Congressional Student of the Month	Shirts, Certificates, Incentive Prizes	All School Staff	With these actions in place, we expect a 5% reduction in the number of incidents being reported on the STOP It app and office referrals reported on the Schoolwise program.
	Notification of parents by classroom teacher following incidents of misbehavior – notes and logs kept	Translated letters Follow School-Wide Discipline Approach Level One Infractions Documentation	Translated letters Follow School-Wide Discipline Approach Level One Infractions Documentation	With these actions in place, we expect a Reduction in the number of office referrals reported on the PBIS and Schoolwise programs.
	Continue with staff personnel monitoring during recesses	Site Admin. Duty Schedule	Site Admin, Campus Supervisor	With these actions in place, we expect a 5% reduction in the number of incidents being reported on the STOP It app and office referrals reported on the Schoolwise program.
	Continued misbehavior or severe infraction results in parent contact	Level Two Infractions (Office Referral) Documentation	Site Administration	With these actions in place, we expect a 5% reduction in the number of incidents being reported on the STOP It app and office referrals reported on the Schoolwise program.
	Consistent use of referrals and follow-up interventions and strategies	School Wide Discipline Approach	Faculty/Coach/ Site Admin.	With these actions in place, we expect a 5% reduction in the number of incidents being reported on the STOP It app and office referrals reported on the Schoolwise program.
1.2, 1.3 Increase classroom, hallway, bus gate and playground monitoring.	Place Hallway Monitors in specific high-traffic areas	Site Admin. Duty Schedule Safe School Ambassadors	Site Admin, Campus Supervisor	With these actions in place, we expect a 5% reduction in the number of incidents being reported on the STOP It app and office referrals reported on the Schoolwise program.

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Ensure sufficient coverage, monitoring, and enforcement of expectations in classrooms, hallways and bathrooms during recess, lunch, and transitions.	Staffing Duty Schedule Radios Bell Schedule Staff Vests Fanny Packs/Band Aids	Teachers/Administration	Observation from Safe School Ambassadors and School Personnel.
1.1, 1.2 1.3 Develop and enforce site expectations	Mustang Camps and PBIS rotations each trimester	Computer presentation Interactive Stations PBIS Binder Lessons Boy's Town Lessons	Administration Social Worker PBIS Team Safe School Ambassadors	With these actions in place, we expect a 5% reduction in the number of incidents being reported on the STOP It app and office referrals reported on the Schoolwise program.
1.3	School Uniforms	AUSD Uniform Policy	Faculty/ Coaches/ Site Admin	Decrease in students losing instructional time because they are not wearing proper uniform.
1.4 All Staff acquire a better understanding of PBIS	Academic All Stars/ AVID Student of the Month/ Caught Being Good Lunches/ Congressional Student of the Month	All Staff Training	Teachers/Classified Staff/Site Admin.	Informal/formal observations

Component:

Goal Two: El Camino will increase student involvement and site safety by 5% as measured by California Healthy Kids Survey and extracurricular opportunities for students that extent beyond the regular school day.

Element:

School Safety

Opportunity for Improvement:

Objective 2.1 – Implement additional opportunities and encourage students to participate in school and district events.

Objective 2.2 – Have ongoing meetings and trainings with Safe School Ambassadors (SSA) so they can help assist during school events before and after school.

Objective 2.3 – Teachers will provide an interactive and engaging learning environment to promote student interest in learning and minimize absences.

Objective 2.4 – Staff will increase monitoring of student bathrooms and associated hallways during transitions and throughout the day.

Objective 2.5 – Maintenance Director will work with contractor to maintain quality loudspeaker announcement/bells in rooms and upkeep of grounds.

Objective 2.6 – Maintenance department and site staff will work together to recognize and remedy repair or cleanliness items.

Objective 2.7 – Work with police department to firm up valet parking and drop off/loading zones.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Expand participation in county events (science fair, History Day, Battle of the Books, Oral Language Festival) Expand Safe School Ambassadors Expand student helpers Introduce clubs in conjunction with after school program 2.1, 2.3	Promote school, district and county events to the students, parents and staff	Daily announcements Monthly Calendar Blackboard Connect System School Newsletter School Facebook Page Staff Meetings Coffee with the Parents Monthly Meetings	Vice Principal Principal Academic Coach	There will be an increase of 5% in student involvement as measured by the California Healthy Kids Survey,
2.1, 2.2	<ul style="list-style-type: none"> Safe School Ambassador Trainings- focusing on how to help reduce negative behaviors at school before, during and afterschool. Monthly meetings will follow the training focusing on how to make the school more inviting and safer. 	ppt presentations Safe School Ambassador Training Manual	District Trainers for Safe School Ambassadors Safe School Ambassador Advisors Vice Principal	Students and parents of SSA students will gain a better understanding of how their involvement attributes to a safer and better climate at school.
2.3 Teachers will provide an interactive and engaging learning environment in the classroom.	Teachers will receive training on engagement strategies	Training Opportunities: Professional Staff Development	Site Administration	More students will be motivated to come to school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
2.3 Certificated and classified staff will facilitate extracurricular activities.	After school schools and Programs will be available to students. Examples of the clubs include: Battle of the Books Club, Newspaper Club, Yoga Club, Science Club, Choir Club, Band, Oral Language and Spelling Bee. After school Sports will be available for students. Among the sports include: volleyball, football, basketball and soccer.	Budget will be set aside to pay for club, facilitator and sport coaching stipends.	Site Administration Staff	Decrease in referrals and increase in attendance because more students will be motivated to come to school.
2.1, 2.4 El Camino will increase monitoring of hallways and bathrooms	Make the Safe School Ambassadors more visible throughout campus. Continue with monthly meetings to ensure that we are up to date with the focus areas of the school. Ensure duty area in hallway-bathrooms Teachers monitor regularly	Safe School Ambassador Schedule Duty schedule/ Teacher Notification	Administration Safe School Ambassadors and Group Leaders Duty staff and teachers	The 2019-2020 Healthy Kids Survey reported that 79% of the students reported that El Camino Real was a safe school therefore we need to continue to work with our students, staff, and parents so less incidents take place at El Camino.
2.1, 2.2, 2.3	Activities will be take place that promote positive culture on campus and a sense of belonging such as: Red Ribbon Week in October, No Name Calling Week in January, Acts of Kindness Week in February, School Dances, Walking Bus, and AVID Nights.	Student Surveys PBIS team PBIS Binder Lessons Boy's Town Lessons Scheduled structured activities and Spirit Weeks.	Site Administration Teachers Safe School Ambassador Advisors, MSW	Decrease in referrals and increase in attendance because more students will be motivated to come to school.
2.5 El Camino will maintain bells and announcement quality.	Review needs Locate problem Fix	List of rooms /areas not working correctly	Maintenance Director Lead Custodian Site Administration	More students and parents will indicate that they are satisfied with the upkeep of the school as reported by the Healthy Kids and Parent Survey.

Objectives	Action Steps	Resources	Lead Person	Evaluation
2.5, 2.6 El Camino will increase upkeep of yard and bathrooms	Identify problems at first notice Assign staff Fix or clean	Work Orders	Maintenance Director Site Administration Staff through work orders Custodians	More students and parents will indicate that they are satisfied with the upkeep of the school as reported by the Healthy Kids and Parent Survey.
2.7 El Camino will work with the Arvin Police Department to improve the safe routes to school.	Identify appropriate routes to school. Inform parents, staff and students. Support and enforce safe drop off and loading zones.	Flyers Newsletters Meeting to improve the current valet system Valet Staff	Site Administration Arvin Police Department	More students and parents will feel ECR is a safe school as reported by the Healthy Kids and Parent Survey.

Component:

Goal Three: El Camino will have a 5% Increase in crisis response awareness as measured by the staff survey.

Element:

Crisis Response

Opportunity for Improvement:

Objective 3.1 – Site will schedule CPI training with site representatives to attend.

Objective 3.2 – Schedule staff in-service and follow up sessions as needed for crisis intervention plan.

Objective 3.3 – District and site administration and safety team will integrate SEMS into emergency crisis plan as updates are needed.

Objective 3.4 – Monthly drills will simulate actions to be taken during an actual emergency and what to do after such an emergency. These drills will include alternate plans of action for crisis situations. Emergencies strike without warning, and life-protecting actions must be initiated immediately at the first indication of such emergencies. The essential components of emergency drills are classroom discussions, demonstrations, and practice designed to help students and teachers learn and practice where to seek shelter and how to protect themselves.

Objective 3.5 – “Specific Lead” staff members are chosen to lead their command posts and will interact with staff in the event our public address system is inoperable.

Objective 3.6 – Utilize a phone-tree system to ensure staff is notified in event of an emergency.

Objectives	Action Steps	Resources	Lead Person	Evaluation
3.1 El Camino will provide training and increased awareness of plans	Schedule CPI, AED & CPR Trainings Staff in-services Develop a crisis team	Trainer for trainings Crisis Plan Safety Plan District Disaster Plan Covid 19 Prevention Plan	District Site safety committee Site Administration	The El Camino Staff will feel more comfortable and familiarized with the emergency plans resulting in an increase in feeling like El Camino Real is a safe place to work at.
3.2, 3.3 El Camino will continue to update/modify disaster plans as needs are noticed from drills	<ul style="list-style-type: none"> Attend upcoming workshops Observations Safety committee meeting 	Current plans Reviews of emergency drills for improvement	Safety Committee Principal/Vice-Principal	The staff, parent and student survey will indicate an increase in feeling like El Camino is a safe school.
3.4 El Camino will implement simulation drills – drills will be announced and unannounced	Fire Drills Earthquake Drills Lockdown Drills Evacuation Drills AED Drills Crisis Scenes - Active Assailant/ Hazardous	Disaster/Crisis Plan	Principal/Vice-Principal Secretary	Staff will be familiarized with the Disaster Procedures resulting in more timely drills as measured by our drill records.
3.5 El Camino will meet periodically with the Crisis Response Team	Crisis Response Team quarterly meetings	Crisis Plan Safety Plan District Disaster Plan	Principal/Vice-Principal	The El Camino Staff will feel more comfortable and familiarized with the emergency plans resulting in an increase in feeling like El Camino Real is a safe place to work at.
3.6 El Camino will utilize a phone-tree system to ensure staff will be notified in a timely manner in event of an emergency	Incorporate a systematic way to call staff in the event of an emergency.	El Camino Real Elementary Safety Plan/ Disaster/ Crisis Plan Blackboard Connect Program El Camino Real Staff Phone Tree	Principal/Vice-Principal	El Camino Staff will be able to communicate messages in a systematic way in case of an emergency.
3.4 Disaster Procedures (Refer to teacher emergency buckets in classroom located by front door)	Review with teachers via meetings/e-mails	Emergency Kits/Red Emergency Buckets Disaster Procedures	Site Administration District Office	Staff will be familiarized with the Disaster Procedures resulting in more timely drills as measured by our drill records.

3.4 Implement a systematic way to assess the site/facility	Conduct weekly Hazard Walks to ensure all necessary safety precautions are in place	Hazard Assessment Template	Site Administration Site Lead	There will be a decrease in staff exposures/ accidents that take place at the work site.
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Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:




Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

El Camino Real Elementary School Student Conduct Code

PBIS Expectation Matrix:

El Camino Real Mustangs are **safe, respectful, and responsible** students.

<i>School-wide Behavior Expectations</i>	<i>Office/Classrooms/ Common Areas</i>	<i>Library/Computer Labs</i>	<i>Hallways/ Walkways</i>	<i>Restroom</i>	<i>Cafeteria</i>	<i>Playground</i>
BE SAFE 	<ul style="list-style-type: none"> Walk facing forward. Keep hands, feet, and objects to yourself. Use all equipment and materials properly and treat them with care. 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself. Use chairs, books and equipment. Handle things properly and carefully. 	<ul style="list-style-type: none"> Always walk. Stay to the right and allow other to pass. Keep hands, feet and objects to yourself. Hold P.E. equipment until you get to the yard. 	<ul style="list-style-type: none"> Keep feet on the floor. Keep soap and water in the sink. Wash hands thoroughly. Leave food with a friend outside the restroom. 	<ul style="list-style-type: none"> Keep all food to yourself. Sit with feet on floor, bottom on bench and facing the table. Pass things hand to hand only. 	<ul style="list-style-type: none"> Walk to and from the playground. Stay within the boundaries. Be aware of activities and games around you. Walk by the toys.
BE RESPECTFUL 	<ul style="list-style-type: none"> Use your very quiet indoor voice. Listen to and follow all adult instructions Share and be fair. 	<ul style="list-style-type: none"> Pay attention and use a quiet indoor voice. Listen to and follow all adult instructions. Share and be kind. 	<ul style="list-style-type: none"> Hold the door open for the person behind you. Call others by their preferred names. Use polite language. Be kind to others. 	<ul style="list-style-type: none"> Flush toilet after use. Return to your assigned area promptly. Be an ally, never a bully. 	<ul style="list-style-type: none"> Allow anyone to sit next to you. Use your very quiet indoor voice. Be an ally, never a bully. 	<ul style="list-style-type: none"> Play fairly and follow the rules. Include everyone. Wait for your turn.
BE RESPONSIBLE 	<ul style="list-style-type: none"> Pay attention at all times. Be responsible for your actions. Stash your trash and leave no trace. 	<ul style="list-style-type: none"> Treat property and equipment carefully-yours and others. Stash your trash. Return items on times. 	<ul style="list-style-type: none"> Use a quiet, indoor voice. Stay on the sidewalk or walkway. Stash your trash and recycle. 	<ul style="list-style-type: none"> Give people privacy. Use your quiet indoor voice. Stash your trash. 	<ul style="list-style-type: none"> Raise hand if you need help. Use the restroom signal. Get all food, utensils and drinks when going through the line. Stash your trash, clear your space, and leave no trace. 	<ul style="list-style-type: none"> Get permission before leaving the area. Freeze when the bell rings. Follow all supervisor's instructions. Stash your trash and leave no trace.

MUSTANGS WILL ALWAYS BE:

- Safe
- Respectful
- Responsible

RULES AND EXPECTATIONS

1. Follow directions the first time! (Be a good listener)
2. Be seated before the class bell rings!
3. Complete all assignments!
4. Show respect for others and yourself!
5. Keep hands, feet and objects to yourself!
6. ECR students strive to be their best!

****Please refer to the PBIS MATRIX that has been included as an attachment.**

35291.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

35291.5.

(a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

- (1) Parents.
- (2) Teachers.
- (3) School administrators.
- (4) School security personnel, if any.
- (5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during nonclassroom hours, and on normal schooldays.

The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school. It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a).

(c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988.

(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

Conduct Code Procedures

Teachers will create a classroom structure and discipline system that will communicate classroom expectations as well as student behavior. A student displaying an unsafe or defiant behavior, including any item included on major referral list, will be referred to the office through a referral system. Campus Supervisors and/or Site administrators will conduct an investigation into the incident. Consequences will be assigned using the restorative practice/justice model. In addition, parents will be contacted to notify them of student behavior and consequence. If behavior includes injury or a safety concern, a student may be suspended from class or school. Lastly, if behavior falls under violations of Educations Code 48900, a child may be suspended. At any time, teachers of staff may call a parent conference to discuss student behavior concerns as well as create goals or a behavior monitoring plan.

CONSEQUENCES: Level One Offenses: Documentation Required

1. Warning (Teacher and student conference)
2. Classroom Consequence (Parent Notified)
3. Detention-recess/lunch/other (Parent Notified)
4. Detention-recess/lunch/after school (Parent Conference)
5. Referral to Office (Level Two)

LEVEL TWO and THREE OFFENSES: Office Referral:

1. Counseling Referral, Suspension, Expulsion: (Site Administration, Parent and Teacher Conference)

(J) Hate Crime Reporting Procedures and Policies

The Board of Trustees affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6141.6 - Multicultural Education)

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

Legal Reference:

EDUCATION CODE

200-262 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence

PENAL CODE

186.21 Street terrorism; legislative findings and declarations

422.6-422.95 Civil Rights

628-628.1 School crime reporting

11410-11414 Terrorism

13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability

13519.6 Hate crimes, training courses and guidelines

UNITED STATES CODE, TITLE 18

245 Federally protected activities

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Board of Trustees Strategies to Combat School Violence, 1995

ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators, Law Enforcement and Communities, 1997

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

WEB SITES

CDE: <http://www.cde.ca.gov>

California Association of Human Relations Organizations: <http://www.cahro.org>

United States Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR/index.html>

Policy ARVIN UNION SCHOOL DISTRICT

adopted: April 17, 2007 Arvin, California

Safety Plan Review, Evaluation and Amendment Procedures

The plan is revised annually to include up-to-date demographic data, current status and goals. The plan is reviewed by the El Camino Real Elementary School Safety Committee and presented to the ELAC committee as well as the School Site Council for site approval. The plan is submitted to the Arvin Union School District Board of Education for district level approval and publication prior to March 1st yearly.

Safety Plan Appendices

Emergency Contact Numbers

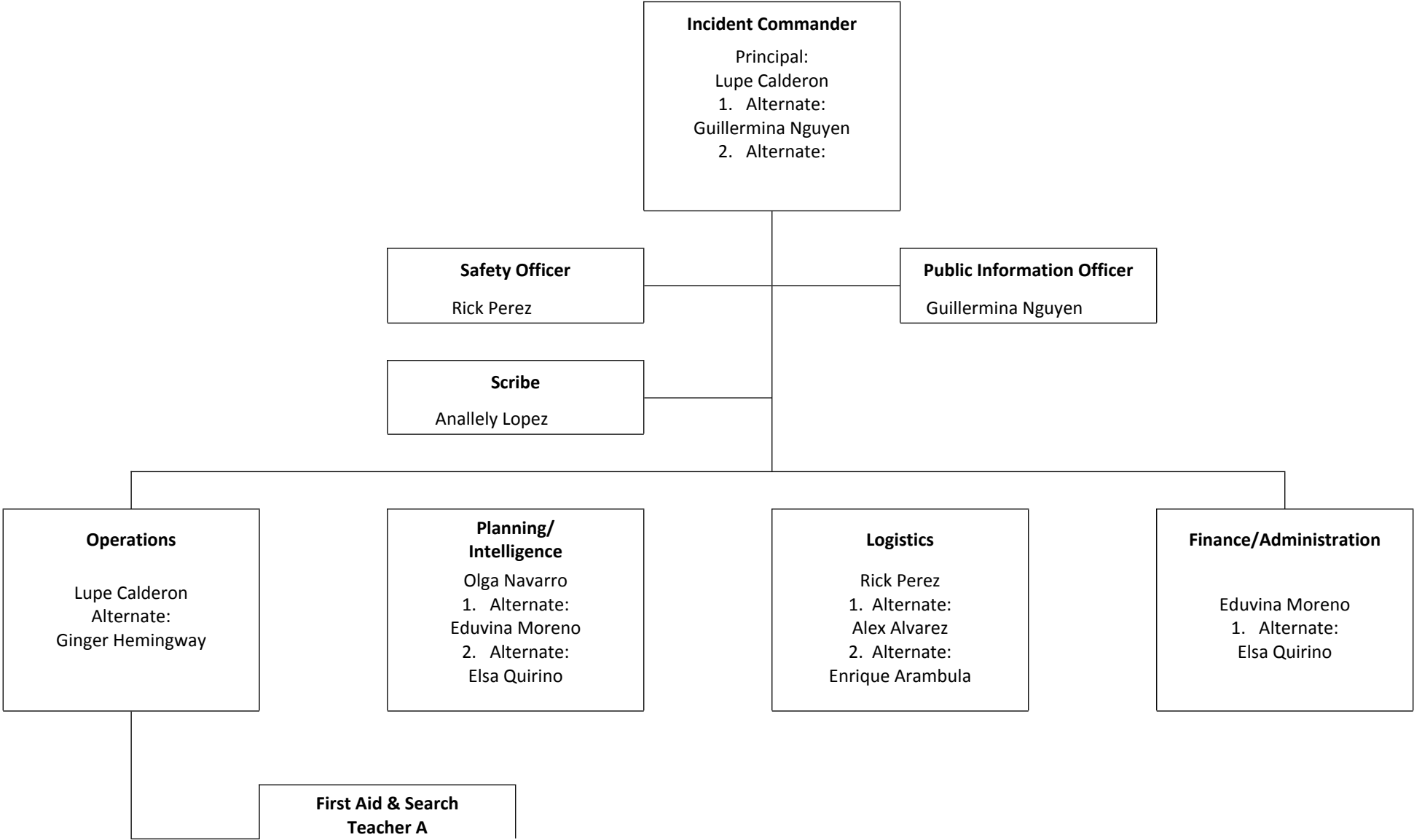
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Arvin Police Department	661-854-5583	24 hours a day
Law Enforcement/Fire/Paramedic	California Highway Patrol	661-396-6600	
Law Enforcement/Fire/Paramedic	Kern County Sheriffs Office	661-391-7500	
Law Enforcement/Fire/Paramedic	Arvin Fire Department	661-854-5517	
Public Utilities	Arvin Water	661-854-2127	
Public Utilities	PG&E Electric and Gas	800-743-5000	
Emergency Services	911- Emergency	911	
Local Hospitals	Kern Medical Center	661-326-2000	
Local Hospitals	Mercy Southwest	661-663-6000	
Local Hospitals	Memorial Hospital	661-846-2972	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Staff review of Emergency Procedures with Staff - annual notification of policies	July 30, 2021 @ 8 am	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. El Camino Real Elementary-Cafeteria/Via Zoom- see ppts.
Williams Settlement Site Visit and Inspection of Facilities-	August 23, 2021	FIT was completed by Administration and MOT Site Lead. Please contact KCSOS for Evidence of Williams Compliant Visit
School Site Council Meeting-annual review, evaluation, and amendment of the Comprehensive School Safety plan. ELAC Meeting- annual review, evaluation and amendment of the the Comprehensive Safety School Plan.	November 16, 2021 @ 2:30 pm November 16, 2021 @ 2:30 pm	Evidence of Safety Plan Review, Evaluation and Amendment Procedures and approval of Safety Plan. El Camino Real School-Parent Center- see agendas
Coffee with the Parents Meeting (public meeting)- annual review, evaluation, and amendment of Comprehensive School Safety plan.	November 18, 2022 @ 3:30 pm	Evidence of Safety Plan Review, Evaluation and Amendment Procedures and approval of Safety Plan. El Camino Real School-Parent Center/Via Zoom- see ppt
Consultation with Law Enforcement/Fire Department - Fire Life and Safety School Inspection	November 19, 2022 @ 1 pm	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. See Fire Inspection Report.
Annual Admin/Vice-Principal evaluation and amendment of the Comprehensive School Safety plan	January 10, 2022 8:00 AM	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. Virtual Meeting- See sign in.
Staff meeting-annual review, evaluation, and amendment of Comprehensive School Safety plan.	January 11, 2022 @ 2:00 pm	Evidence of Safety Plan Review, Evaluation and Amendment Procedures and approval of Safety Plan. El Camino Real School-Parent Center/Via Zoom- see sign-in sheet.
Safe School Ambassador meeting- annual review, evaluation, and amendment of Comprehensive School Safety plan.	January 18, 2022 @3:00 pm	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. El Camino Real Elementary-Via Zoom- see agenda
Consultation with law enforcement in the writing and development of plan consult, cooperate, and coordinate with other SSC or safety planning committees (Onsite Safety Walk by Arvin Chief of Police).	January 20, 2022 @ 9:00 am	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. See Sign-in sheet.
School Site Council Meeting-communicated the school safety plan to the public at a public meeting at the school site for approval.	January 25, 2022 @ 2:30 pm	Evidence of Safety Plan Review, Evaluation and Amendment Procedures and approval of Safety Plan. El Camino Real School-Parent Center- see agenda and front approval page.

El Camino Real Elementary School Incident Command System



Lisette Ariaga
Elizabeth Amaro
Anita Moreno
Devon Harlan
Luis Estrada

**Student Release &
Accountability
TeacherB**

Joseph Flores
Anallely Lopez
Rick Perez
Gayla Swope
Alex Alvarez
Joshua Jaime
Lupe Hernandez
Beatrice Gray

Alternate:
Eduvina Moreno
Adilene Moreno
Griselda Gomez
Enrique Arambula
Benjamin Gonzalez
Diana Tejeda
Lupe Calderon

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their Threat Assessment Management Team. (TAMT)

The task of the TAMT is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the AUSD 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well being when and if returned to school.

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.

It is critical to determine who does what, where, and how—before such a disaster occurs.

Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. Do not attempt to turn utilities back on yourself.
4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
 - Fire/Earthquake drill bells/PA system
 - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - District email; text
 - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
 - 661 – 854 – 6560
 - d. A Communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.
 - North FRONT GATE – El Camino Real Elementary

e. Mass communication system

The following guidelines should be adhered to:

- Include a sign-in sheet for all media to complete. (PC 627.2)
- Notify the Assistant Superintendent (854-6512) from an outside line of the emergency and media response. Follow the directions of the Assistant Superintendent. Only the

Superintendent or Assistant Superintendent is authorized to release information. All other personnel should cordially refer the media to the District Office (854-6500).

- Designate a person to record incidents for documentation purposes including debriefing.

6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

- Café dismissal with Secretary and Clerk
- Picture Identification
- Multiple stations

7. Assigns the following duties to school staff:

a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.

CUSTODIANS: Rick Perez, Alex Alvarez and Joshua Jaime

b. Monitor/supervise halls and corridors to maintain a safe and secure environment. Emergency Crisis Team

c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment. Emergency Crisis Team

d. Establish/coordinate Communication Center. El Camino Real Office

e. Administer first aid. Alondra Quintino, School Nurse

f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations. Alondra Quintino, Guillermina Nguyen

g. Activate the Mass Notification System with appropriate message and directions for Student Release: Olga Navarro

h. Supervise Student Release Procedures: Lupe Calderon

i. Check building utility systems and appliances for damage: Rick Perez

8. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards. Lupe Calderon

9. Plans alternate classroom evacuation routes, if standard routes are obstructed. Lupe Calderon

10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures. Lupe Calderon

11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site. Lupe Calderon

SITE THREAT ASSESSMENT TEAM

The school Site Threat Assessment Team (STAT) is comprised of at least 3 individuals from the school site crisis team:

- Administrator (Principal, Assistant Principal, or Designee)
- Mental Health Professional (School Psychologist or Student Assistance Program (SAP) Counselor trained in threat assessment)
- School Resource Officer/Law Enforcement or
- Campus Supervisor/Security staff
- School Nurse, School Psychologist, School Social Worker or other staff designated by the school Principal

Utilizing your school crisis team chart and designate from among existing school staff the (minimum) three (3) members of the

threat assessment team. One of the STAT members serves as a case manager of all actions taken, organizing and recording the steps to be taken for interviews, district and community referrals, information gathering, follow-up, etc.

THREAT ASSESSMENT PROCEDURE

1. The SITE THREAT ASSESSMENT MANAGEMENT TEAM (STAMT) consisting of administrators, SRO/Police, appropriate staff/others, psychologist, Clinical Sierra Vista, or other mental health worker(s) will utilize the THREAT ASSESSMENT GUIDELINES, PROTOCOL, and WORKSHEET to help determine the significance of a threat: Low, Medium, and High. (See Threat Assessment Guidelines)
2. If the threat is deemed to be a credible HIGH LEVEL THREAT, the STAT will recommend:
 - A school discipline/law enforcement response
 - Student Wellness Team Process (W&I Code 5150) (See 5150 Procedure Checklist)
3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/others and communicate with the Assistant Superintendent. The Site Administrator should obtain a parent signature on an "Interagency Authorization for Release of Information" form. The Site Administrator will designate a team member to maintain a case folder on the incident.
4. The DISTRICT THREAT ASSESSMENT TEAM (DTAT) will address as necessary:
 - Liability issues
 - School safety issues
 - Student Services disciplinary issues
 - Legal issues
 - Special Education issues
5. The Assistant Superintendent will convene the DTAT and communicate with the Site Administrator to develop a course of action.

The DTAT will consist of:

- Assistant Superintendent
- Coordinator, Family Resource Center/SARB Hearing Officer
- School Psychologist
- School Nurse

And when appropriate:

- Special Education Personnel
- Other Site or District Administration
- CBO
- District Legal Counsel
- AUSD SEMS incident commander – Superintendent or Designee

6. When it is determined that the student will return to campus, a meeting will be held with the team and parent/guardian to discuss.

- A Student Wellness Plan
- Mental Health Plan, if appropriate
- Programs and Services

7. The appropriate School Site Administrator will follow up to evaluate the adequacy of the Student Wellness Plan/Mental Health Plan.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency.

These might include: Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

Arvin Union emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

*Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

*Level 2 is a more significant emergency that impacts district buildings and or school sites. For level 2 the Emergency Operations Plan (EOP) is activated. The Emergency Operations Center (EOC) will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

*Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include: Drop cover and hold, Shelter in place, Lock down, Campus Evacuation, Off Campus Evacuation, and/or All Clear.

Step Four: Communicate the Appropriate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery. Immediate action responses may include: Drop cover and hold, Shelter in place, Lock down, Campus Evacuation, Off Campus Evacuation, and/or All Clear.

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the airplane, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

AIRPLANE CRASHED INTO SCHOOL PROPERTY

STAFF ACTIONS:

Call 911 and/or alert Site Administrator

Move students away from immediate vicinity of the crash

Follow immediate response action as directed by the Fire Department or Site Incident Command (Evacuation or Shelter in place)

Locate emergency folder including class roster, "Buddy" class roster, and other emergency supplies as appropriate.

Remove staff ID placard from emergency folder and put it on

If evacuating, use primary and/or alternate fire routes to a safe assembly area away from the crash scene

If safe to do so, Operations Chief initiates Site Safety Teams to ensure that all students have evacuated all buildings

Once at the Evacuation Assembly Area, implement Student/Staff Accountability procedures according to site protocol

Report missing students to the Site Incident Command and emergency response personnel

Maintain control of the students a safe distance from the crash site

Care for the injured, if any

Wait for further directives or if ALL CLEAR is issued, return to the building

AIRPLANE CRASHES NEAR SCHOOL

STAFF ACTIONS:

Call 911 and/or alert Site Administrator

Move students away from immediate vicinity of the crash

Follow immediate actions as directed by Fire Department or Site Administrator

If immediate action is necessary, anticipate EVACUATION or SHELTER IN PLACE

Animal Disturbance

IN THE EVENT OF AN ANIMAL DISTURBANCE

STAFF ACTIONS:

Alert Site Administrator

If the animal is outside, proceed with SHELTER IN PLACE protocol. Keep students inside.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

IN THE EVENT OF A BEE SWARM

STAFF ACTIONS:

If a bee swarm is identified, but bees are NOT aggressive, initiate procedures for SHELTER IN PLACE until the swarm has passed.

If a bee swarm is identified and bees are aggressive, call 911.

Initiate procedures for SHELTER IN PLACE. All students and staff should get inside a building immediately. A few bees may follow indoors, but in a well-lit room, bees will become confused and fly to windows.

If bee attack is widespread, direct students into a large, well-lit room with high ceilings such as a cafeteria or gymnasium.

Have a designated staff person available with a vacuum cleaner hose to remove any bees clinging to clothing or hair.

If no vacuum with hose is available, bees may be controlled with a spray bottle filled with soap and water solution (3%-6% soap).

Have nurse or health clerk available to assist stinging victims or if there are large numbers of stinging victims or if there are large numbers of stinging victims, instruct Operations Chief to engage Medical Team.

Armed Assault on Campus

Imminent Danger/Lockdown Procedure

(Remain on Campus)

An extreme emergency exists when one or more of the following situations occur on or near campus: (1) drive-by shooting/show-by, (2) armed intruder, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – Continuous series of short bells for an extended period of time will be the signal that an extreme emergency exists. One long bell will indicate “All Clear.” Call 911.
2. The school/district nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a first aid station – library.
In the nurse’s absence Sonia Olivio will be in charge.
3. The Office Manager/Secretary will maintain phone communication with the district office and telecommunication center for internal communications and will activate the Mass Notification System if directed to do so by Site Administrator.
4. Elsa Quirino will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Information Office
6. The MOT Lead and Site Custodians will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
 - Proceed immediately to homerooms
 - Direct as many students as possible into rooms
 - Supervise the area outside room until students are in rooms
 - Lock doors and close curtains
 - Students in rooms are to be seated and sign-up sheets provided so that each student accounts for his/her presence in the room
 - Notify the front office of any additional situations
 - Students to remain in classroom until the all-clear signal is given
9. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor
10. School staff must stay at the site until the crisis is declared over

Biological or Chemical Release

GAS LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal/Site Administrator.

STAFF ACTIONS

If a gas odor is detected, notify Site Administrator or security personnel immediately

Move students from immediate vicinity of danger

Do not turn on any electrical devices such as lights, computers, fans, etc.

If EVACUATION is ordered, follow all appropriate procedures

TOXIC AGENT

This is incident involving the discharge of a biological/chemical substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A toxic agent can be introduced through:

Postal mail

Ventilation system

Small explosive device
Parcel left unattended
Food supply
Aerosol release

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Multiple victims suffering from the following symptoms might be an indicator of the release of a biological or chemical substance contaminating the environment:

Watery eyes
Choking
Breathing difficulty
Twitching
Loss of coordination
Distressed animals

Chemical accidents could result from a transportation accident or an industrial spill involving large quantities of toxic material. The nature of the material and the proximity of the incident to the school site will determine which emergency action should be implemented.

STAFF ACTIONS

Alert Site Administrator

If contamination is inside a specific classroom/area, EVACUATE students away from affected area immediately

Otherwise, follow immediate response action as directed by Site Administrator or Emergency Services personnel

Follow standard student assembly, accounting and reporting procedures

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT

Wash affected areas with soap and water

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins

Remain in safe, but separate area, isolated from those who are unaffected until emergency response personnel arrive

THOSE WHO DISCOVER A CHEMICAL SPILL:

Alert others in immediate area to leave the area

Close doors and restrict access to affected area

Notify Site Administrator

DO NOT eat or drink anything or apply cosmetics

Bomb Threat/ Threat Of violence

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

Procedures

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the principal or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.

2. Any student or employee seeing a suspicious package shall promptly notify the principal or designee.

3. The principal or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.

(cf. 3516 - Emergency and Disaster Preparedness Plan)

(cf. 3516.1 - Fire Drills and Fires)

4. The principal or designee shall turn off any two-way radio equipment which is located in a threatened building. Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Any student who makes a bomb threat shall be subject to disciplinary procedures.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

594 Vandalism; penalty

Regulation ARVIN UNION SCHOOL DISTRICT

approved: October 18, 2005 Arvin, California

Bus Disaster

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus or, if no defect or deficiency was discovered or reported, shall so indicate. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

Bus Accidents

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

Disorderly Conduct

DISORDER/PUBLIC DEMONSTRATION/STUDENT RIOT

When an advance notice of a planned protest is given, inform staff, local law enforcement, and parent community. When the conduct of an assembly of students threatens the safety and security of the school community and/or school property, follow the protocol for "Student Riot." Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with directives.

STAFF ACTIONS:

- Maintain school and classroom expectations for academic engagement and behavior.
- Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy.
- Do not attempt to physically stop a student who chooses to leave campus. Simply note student's name and report to Site Administrator for disciplinary follow up

STUDENT ACTIONS:

In a violent situation, immediately notify the first available adult
Do not retaliate or take unnecessary chances
Move away from the area of agitation
Hold on to belongings to the extent that it is safe to do so
Do not pick up anything and do not go back for anything until receiving clearance to do so.
Stay calm and reassure fellow students.
Share all relevant information with law enforcement, teachers, and school staff.
Follow directions from site administrator or law enforcement, teachers, and school staff.
Do not perpetuate rumors or repeat unsubstantiated information.

Earthquake

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)
(cf. 0450 - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)
(cf. 3116 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake

4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

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

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

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

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.
(cf. 3543 - Transportation Safety and Emergencies)

Subsequent Emergency Procedures

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

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

(cf. 1112 - Media Relations)

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized Emergency Management System

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized Emergency Management System

Management Resources:

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty

Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003

School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

WEB SITES

American Red Cross: <http://www.redcross.org>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Emergency Management Agency: <http://www.fema.gov/hazards/earthquakes>

National Incident Management System: <http://www.fema.gov/emergency/nims>

deregulation ARVIN UNION SCHOOL DISTRICT

approved: October 18, 2016 Arvin, California

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

STAFF ACTIONS:

At the sound of an explosion, immediately direct students to turn away from the windows and DROP, DUCK, COVER AND HOLD ON

Check for injuries and render first aid

If explosion occurs inside the classroom or classroom block, EVACUATE to outdoor assembly area immediately

Do not move injured students, unless to do so would place students in further danger

Use buddy system to remain with injured students

If directive is to EVACUATE follow all EVACUATION procedures

Do not stop to collect belongings. Leave the door unlocked

Keep students and staff at the safe distance from the building(s) and away from fire-fighting equipment

Do not return to the building until it is safe to do so

If explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions

Keep students at a safe distance from site of the explosion

Fire in Surrounding Area

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

FIRE OFF-SITE:

STAFF ACTIONS:

If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site

Follow all procedures for EVACUATION

Do not stop to collect belongings. Leave the door unlocked

Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment

Remain with students until the building has been inspected and it has been determined safe to return

If directive is to implement SHELTER IN PLACE, gather students inside and close windows and doors. Wait for further instructions

Fire on School Grounds

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Flooding

Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of the failure of a dam or levee. If the school site lies within the hazard zone of a dam or levee, contact local water or dam authorities for further emergency preparedness strategies.

STAFF ACTIONS:

Follow Site Administrator's directive to EVACUATE or SHELTER IN PLACE

Remain with and supervise students throughout the duration of the incident

Do not walk through moving water. Six inches of moving water can cause a fall

If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground.

Upon arrival at the safe site, implement Student/Staff Accountability procedures

Report missing students to Incident Command Staff

Do not return to site until it has been inspected and determined safe by authorities

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate

Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

3. The School Administrator will notify CE Customer Service and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.

4. The School Administrator will notify the Local District Superintendent of the loss of utility service.

5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

6. If the loss of utilities may generate a risk of explosion, such as a gas leak.

7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

Motor Vehicle Crash

STAFF ACTIONS:

Notify Site Administrator.

Move students away from immediate vicinity of the crash.

If necessary, EVACUATE students to a safe assembly area away from the crash scene.

If possible take classroom emergency materials including class roster and staff ID to safe assembly area.

According to site protocol, implement Student/Staff Accountability procedures.

Report missing students to the principal/designee and emergency response personnel.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

STUDENT WELLNESS TEAMS

Objective:

SAFE SCHOOLS/HEALTHY STUDENTS is a Federal initiative of persons whose mission is to develop and maintain programs and intra/inter agency collaborations that promote physical, mental, and social health in our students with the goal of promoting educational success.

The objective of Student Wellness Teams is to coordinate the care of students who have been recently evaluated for and/or held on Welfare and Institutions Code 5150 status.

Students will:

Have a Student Wellness Plan (Safety, Mental Health and, when appropriate, Educational Plan) developed after a 5150 assessment
When appropriate, participate in the Student Wellness Team Meeting

Parents will: Participate in the Student Wellness Team Meeting

Staff will: Follow 5150 Procedure Checklist and Flow Chart (Attachments 1, 2)

Minimally include Parent, Student, Site Administration representative, and School Psychologist on Student Wellness Team. (May also include: Student Assistance Program therapist, Clinica Sierra Vista, Nurse, Teacher, Counselor, School Social Worker, Mental Health Worker, SRO, private provider and/or others.)

Develop Student Wellness Plans collaboratively

Complete Student Wellness Plan (Attachment 3) and distribute to appropriate individuals

Keep all Student Wellness Team information confidential
Utilize appropriate release of information forms
Collaboratively decide when to end the Student Wellness Plan
Provide feedback to site Psychologist on efficacy of Student Wellness Team

STUDENT WELLNESS TEAM CONCEPT

Student Wellness Teams are responsible to the Site Principal/Administrative Designee for coordinating safety/wellness/education plans for students who have been or are at risk for WI Code 5150 status designation.

The School Site collaboratively determines how the Student Wellness Team operates, keeping at the forefront adherence to State and Federal confidentiality laws, professional scope of practice, ethics, and best practices guidelines.

Minimally, Student Wellness Teams include Site Administration, the Psychologist, the student, and the student's parent(s)/guardian(s). Others may be School Nurses, School Counselors, School Social Workers, Student Assistance Program therapists, Mental Health Workers (County/ contracted), School Resource Officer and/or other Law Enforcement personnel, and private providers.

The SW Team may schedule meetings as needed after a student has been assessed by the Student Threat Assessment Team (STAT) for 5150. The meetings do not have to be formal, but must be documented on the Student Wellness Plan. The plan is intended to be short-term and for the acute situation only.

Roles and responsibilities will be determined by the Site Administration. The Professional completing the Assessment of High Risk Areas form will be the contact person for the Kern County Mental Health Team until the Student Wellness Team meets and determines who the contact (case manager) will be. Kern County Mental Health and/or School Resource Officer will contact Site Admin when student is released, provided a valid release has been signed.

Site 5150 files will be maintained by Site Administration or designee.

Student Wellness Teams will report concerns about processes and about efficacy of the Team to the site psychologist, who will then report to the Assistant Superintendent.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services, Local District Office, and the Office of Environmental Health and Safety if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.

6. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
7. The School Administrator will notify parents of the incident, as appropriate.

Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
 2. The School Administrator will initiate appropriate Immediate Response Actions, which may include shutting blinds in rooms so equipped.
 3. The School Administrator will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
 4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
 5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
 6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes.
 7. The Documentation staff member should keep accurate record of events, conversations and actions.
 8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
 9. The School Administrator will notify parents of the incident, as appropriate.
- SHELTER-IN-PLACE**

Emergency Evacuation Map

El Camino Real 2022-2023 Emergency Drill Schedule

Per Board Policy

The principal shall hold fire and earthquake drills at least once a month at the elementary and intermediate levels.

MONTH	DATE	TIME
July	Component of Staff Development Day	Certificated, classified, after school staff mtgs.
August	Friday, August 19	8:30 a.m. *(drop and cover)
September	Thursday, September 15	1:45 p.m.
October	Thursday, October 13	9:00 a.m. *(drop and cover)
November	Tuesday, November 8	1:45 p.m.
December	Friday, December 2	9:30 a.m.
January	Thursday, January 12	1:45 p.m. *(drop and cover)
February	Thursday, February 16	10:00 a.m.
March	Wednesday, March 8	9:00 a.m.
April	Friday, April 21	1:30 p.m. *(drop and cover)
May	Thursday, May 18	1:45 p.m.

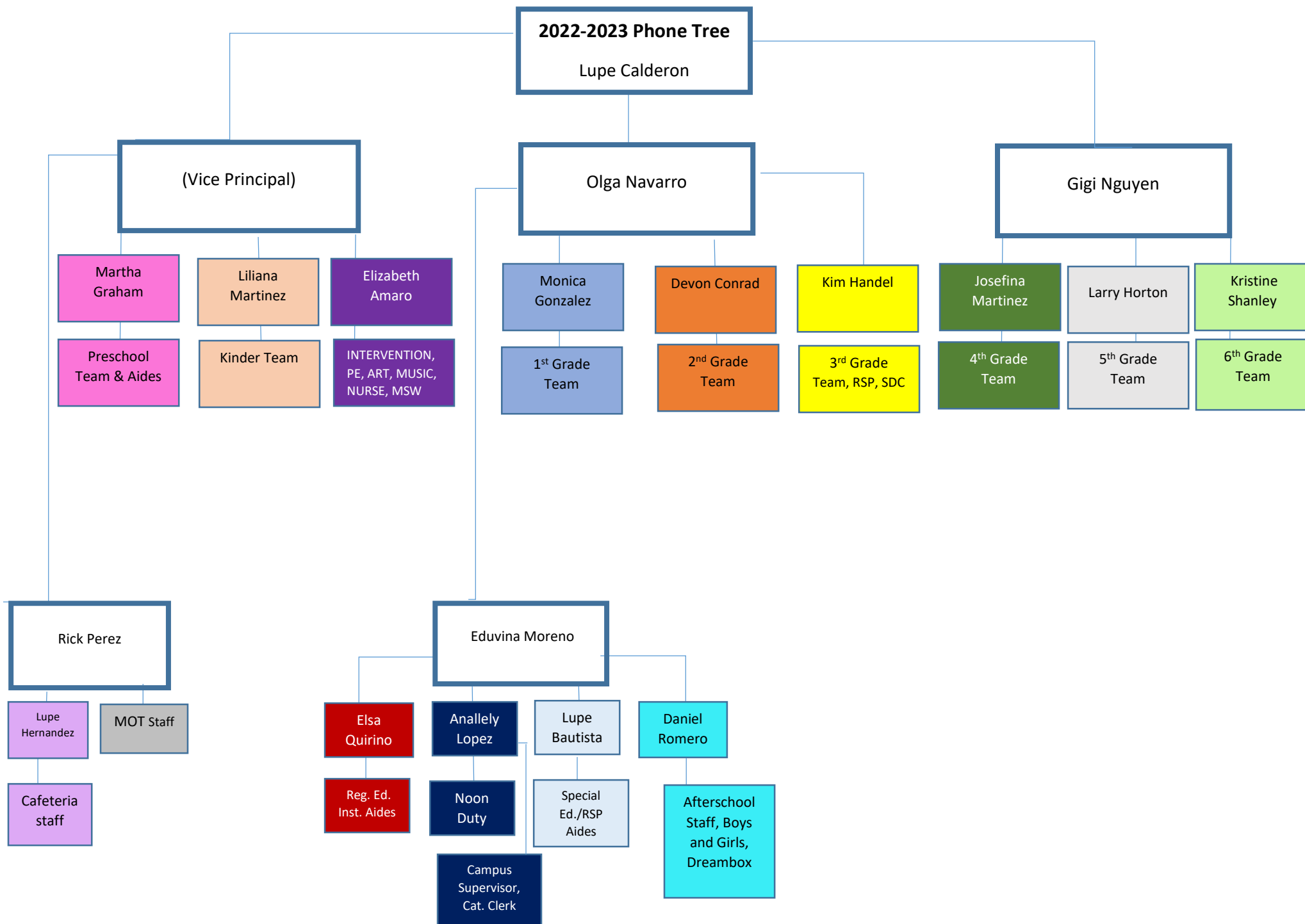
2021-2022 SPECIFIC LOCKDOWN/REVERSE LOCKDOWN DRILL SCHEDULE

TRIMESTER	DATE	TIME
Fall	Monday, October 3	8:30 a.m.
Winter	Friday, February 24	9:30 a.m.
Spring	Friday, April 7	1:30 p.m.

2021-2022 SPECIFIC AED DRILL SCHEDULE

TRIMESTER	DATE	TIME
Spring	March 23	1:30 pm

As soon as the drill is completed, fill out emergency drill form online.



5150 Procedure Checklist

THIS INFORMATION IS STRICTLY CONFIDENTIAL AND WILL NOT BE PLACED IN STUDENT CUME RECORDS

Student Name: _____ School: _____ Date: _____
Assessor Name: _____ Title: _____ Phone: _____

1. ☐ **ASSESSMENT OF HIGH RISK AREAS FORM**

Completed by: ___ Psych ___ SRO/Law Enforcement (LE) ___ Social Services Worker (SSW) ___ Counselor ___ Other _____

___ If you find 5150 Potential, contact:
___ Parent/Guardian and ___ SRO/Law Enforcement (LE)
___ AUSD Release of Info.
___ KDCDFS Release of information, if applicable

___ If you find NO 5150 Potential,
___ Contact parent ___ Referrer for Counseling Services

End of formal assessment

___ Information shared with Administration

2. ☐ **ASSESSMENT OF HIGH RISK AREAS FORM to LAW ENFORCEMENT IF 5150 POTENTIAL**

___ LE **CONSULTS** with Psych/SRO/SSW/COUNSELOR OR/OTHER

___ LE assesses for 5150

___ LE ATTEMPTS INTERVENTION

Name(s)/Title: _____

___ 5150 DETERMINED,

___ Psych/SRO/SSW/Counselor/Other

___ Psych/SRO/SSW/Counselor/Other notifies Site Administrator who will complete **Removal of Student Form** and make **Incident Report** and copy: Assistant Superintendent & Psych Services

___ NO 5150 DETERMINATION

___ LE **CONSULTS** with Psych/SSW/ Counselor/Other regarding Student Wellness Plan

___ A Student Wellness Team* meets and develops a Student Wellness Plan to be placed in the 5150 Folder with the Site Administrator

☐ In DISPUTED 5150 CASES, AUSD Assistant Superintendent, or Designee will be called in to MEDIATE, 854-6512, and/or Jennifer Bowling, AUSD Psychologist/Crisis Coordinator may be called in to CONSULT, 854-6534

3. ☐ **FOLLOW-UP**

___ LE notifies Site Administrator and Referring Professional of 5150 discharge (whenever possible)

___ Student Wellness Team* meeting is called by ___ Psych ___ SAP ___ SSW ___ Counselor ___ Other

___ Before and/or ___ After an AUSD student returns from 5150 Date of SWT: _____

___ Student Wellness Plan Developed:

___ (1) Safety/Educational Plan

___ (2) Mental Health Plan

___ (Special Education Only) IEP Scheduled Date: _____

___ Completed ___ Shared with appropriate parties

___ Student Wellness Plan/Release of information form placed in 5150 folder with Site Administrator

___ Psych/SAP/SSW/Counselor/Other keeps copy of: Student Wellness Plan, Checklist, High Risk Assessment Form, and Release of Information

*A Student Wellness Team minimally includes: Referring Professional, site administrator, parent/guardian, student, and may include Teacher, SRO/LE, Psychologist, Counselor, Vice Principal, SAP, SSW, Nurse, Mental Health Workers, Clinica Sierra Vista, Kern County Mental Health, private providers and/or others.

Comprehensive Youth Services/Arvin Union School District
Assessment of High Risk Areas

Student Name _____ ID# _____ Date _____
 (Give a copy of this form to: SRO/Law Enforcement)
 SCHOOL _____ ADMINISTRATOR _____ PHONE _____
 Completed by Referring Professional: _____ Title _____
 _____ (SIGNATURE)
 Referrer's Phone _____ Cell _____

Suicide Risk: _____ Denied _____

Ideation _____ Current _____ Most Recent _____ Onset _____ Frequency _____
 Prior Attempts Method _____ Most Recent _____ Known? _____
 Intent _____ Plan _____ Means _____ Other's Suicide _____
 Self-Mutilation _____ Method _____ Most Recent _____ Onset _____ Frequency _____
 Contributing Factors: _____
 Hospitalizations/Holds: _____
 Add'l Info/Reason for Referral: _____

Homicide Risk/Threat Assessment:
 Ideation _____ Current _____ Most Recent _____ Denied _____
 Intent _____ Plan _____ Means _____ Onset _____ Frequency _____
 Intended Victim _____ Reason _____ Hx of Violence _____ Gang Affil. _____ Other's Death _____
 Add'l Info/Reason for Referral: _____

Child Abuse Assessment: _____ Denied _____
 Current _____ Type _____ Offender _____
 Report: Made _____ Verified _____ Date _____ Time _____ CPS _____ LE _____ Spoke to _____
 Past _____ Type _____ Offender _____
 Report: Made _____ Verified _____ Date _____ Time _____ CPS _____ LE _____ Spoke to _____
 Hx of Domestic Violence _____

[illegible]

Related Factors (Reported by Student)	Parent	Teacher	Other
1. Lack of motivation	2	3	1
2. Lack of understanding	1	2	2
3. Lack of resources	3	1	1
4. Lack of time	1	1	1
5. Lack of interest	2	2	1
6. Lack of support	1	1	1
7. Lack of confidence	2	1	1
8. Lack of knowledge	1	1	1
9. Lack of skills	1	1	1
10. Lack of experience	1	1	1

___ Sad/Irritable/Angry/Withdrawn

___ Insomnia/Hypersomnia

___ Fatigue/Loss of Energy

Diminished Interest

Psychomotor Agitation/Retardation

Feelings of Worthlessness/Guilt

Weight Loss/Gain

 Inability to Concentrate

___ Recurrent Thoughts of Death/Suicide

Dr/Therapist	Dx	Meds	Duration
Dr. [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Impulsivity	Coping Skills	Support System/Resources
-------------	---------------	--------------------------

Family Mental Health History: ☒ **Unknown** ☐ **Denied**

Relation	Diagnosis
----------	-----------

Outcome

Wellness/Safety Plan Required	Referred to Dr.	Ref'd Psvch Eval	Ref'd Med Eval	other

Phoned/Met Parent Crisis Mgt Info Student Wellness Team Law Enforcement Clinica Sierra Vista KCMental Health Sp. Ed/504

Add'l Info: _____

Cardiac Emergency Response Plan

Arvin Union School District

This Cardiac Emergency Response Plan is adopted by the **Arvin Union School District**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

The Cardiac Emergency Response Plan of the Arvin Union School District shall be as follows:

1. Developing a Cardiac Emergency Response Team

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team will be designated annually and updated as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in the Cardiac Emergency Response Team "Protocol for Posting" and will be used by both the District and site teams.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Arvin Union School District has 5 AED units. Three inside the nurse's offices at the elementary sites, one in the Haven Drive Gym, and one right inside the staff back door into the office at the junior high. The nurse's offices shall remain unlocked at all times. Athletic coaches will have district radios to call trained office personnel to bring the AED in case of emergency. Athletic coaches and after school personnel shall have an office key.
- (b) Arvin Union School District will regularly check and maintain each school-owned AED in accordance with the AED's operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity. This shall be done by the maintenance lead at each site under the MOT Director's supervision.
- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified.

4. **Communication of this Plan throughout the school campus**

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym, and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
 - (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel.

- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

(a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable the Arvin Union School District to carry out this Plan. Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. Arvin Union School District shall perform a minimum of 1 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. Arvin Union School District shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill.

These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the site emergency response plan if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) Arvin Union School District will provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) Arvin Union School District shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. Annual review and evaluation of the Plan

Arvin Union School District shall conduct an annual internal review of the schools and district's Plan. The annual review should focus on ways to improve the response process, to include:

- (a) *A post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
- (2) Determine the procedures for the release of information regarding the cardiac emergency.
- (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
- (4) The identification of the person(s) who responded to the emergency.
- (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

- (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

Protocol for School Cardiac Emergency Responders

Bear Mountain Elementary Sierra Vista Elementary El Camino Real Elementary Haven Drive Junior High Cardiac Emergency Response Team Protocol For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. The school should identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Mrs. ____ Classroom, Room # ____, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

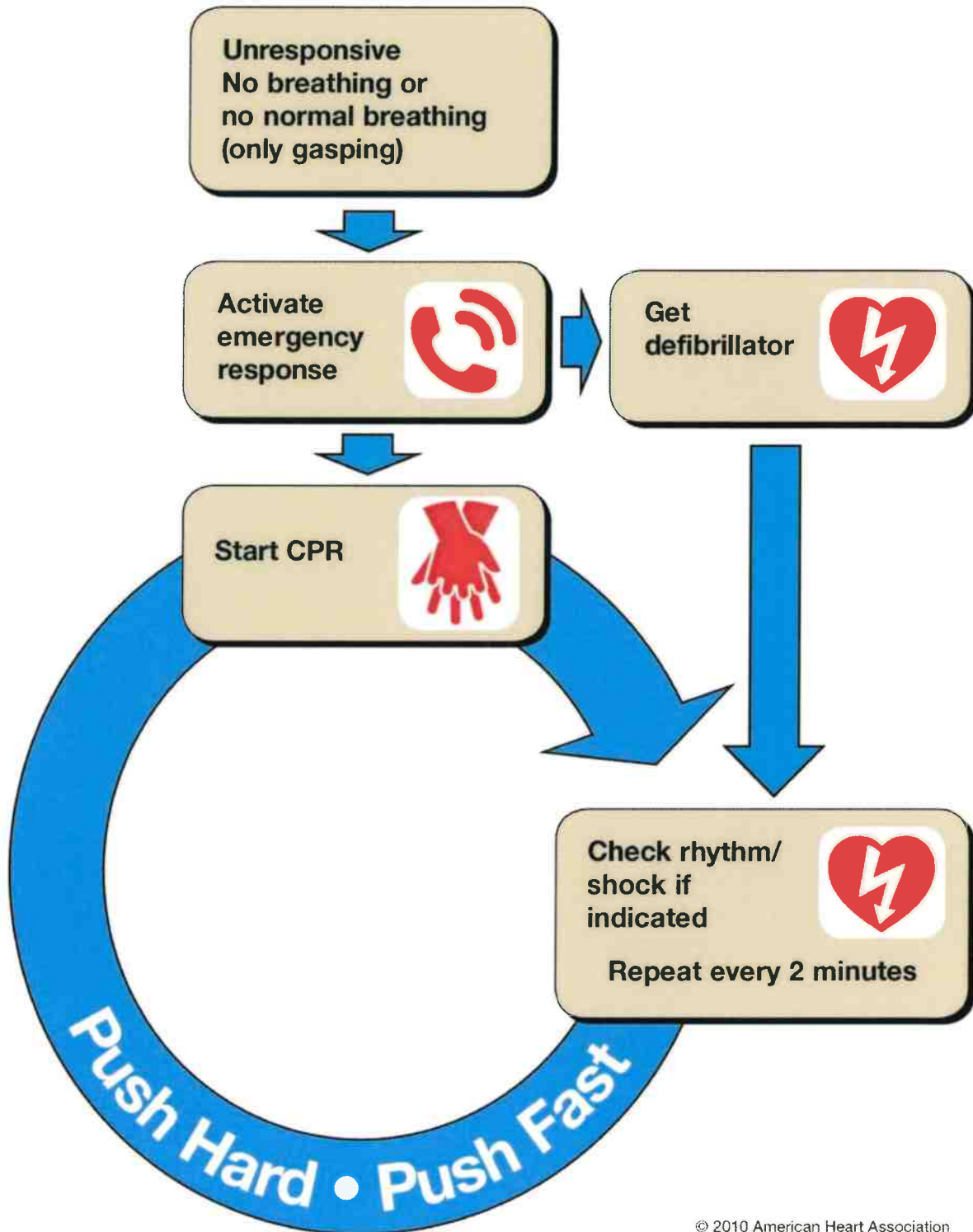
- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.

- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Arvin Union School District
CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL
Simplified Adult BLS



Building Location Information

School Name & Address Bear Mountain Elementary

School Emergency Phone 661-854-6590

AED Location Nurse's office in main school building

AED Location _____ **AED Location** _____

AED Location _____ **AED Location** _____

Building Location Information

School Name & Address El Camino Real Elementary 911 El Camino Real

School Emergency Phone 661-854-6661

AED Location Nurse's office in main school building

AED Location _____ **AED Location** _____

AED Location _____ **AED Location** _____

Building Location Information

School Name & Address Sierra Vista Elementary 300 Franklin Street

School Emergency Phone 661-854-6560

AED Location Nurse's office in main school building

AED Location _____ **AED Location** _____

AED Location _____ **AED Location** _____

Building Location Information

School Name & Address Haven Drive Junior High

School Emergency Phone: 661-854-6661

AED Location Haven Drive Gym

AED Location _____

AED Location Inside the back staff entrance door to school office

AED Location _____ **AED Location** _____

PROCEDURE FOR USE OF AED

- If someone collapses – tap the victim and shout “Are you OK?”
- If no response & the victim is not breathing or not breathing normally
- Call 9-1-1 and get the AED
- If someone else is present, send them to call 9-1-1 and get the AED
- Begin Hands Only CPR – Push hard and fast in the center of the chest
- Use the AED as soon as it arrives
 - Open the lid and turn on the AED
 - Follow the voice prompts
 - Expose the patient’s chest –if wet, wipe dry
 - Apply the electrode pads to the patient’s exposed chest, as shown in the pictures
 - Listen to the voice prompts –Clear.(do not touch) the patient when instructed to do so
 - Press the SHOCK button, if instructed to do so
 - Restart compressions on chest
 - Continue to follow the voice prompts
 - If the patient starts moving or breathing normally, stop compressions and place the patient in the recovery position (on left side)

KEEP AED ATTACHED UNTIL EMS ARRIVES

COVID-19 Prevention Program (CPP)

Arvin Union Elementary School District

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date: January 18, 2022

Authority and Responsibility

The District Superintendent has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Document the vaccination status of our employees by using **Appendix E: Documentation of Employee COVID-19 Vaccination Status**, which is maintained as a confidential medical record.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Develop COVID-19 policies and procedures to respond effectively and immediately to individuals at the workplace who are a COVID-19 case to prevent or reduce the risk of transmission in the workplace.

All district staff have been and will continue to be trained to identify and report hazards in Appendix A to prompt immediate remedy of identified hazards.

School site nurses are responsible for updating Appendix E and providing this information to the District Human Resources Department.

Self-assessments are to be conducted prior to any individual entering district premises.

Quarantine rooms have been identified at each school site to isolate COVID-19 cases to reduce the risk of transmission. Contact tracing and verification of PPE/mitigation protocols are to be conducted immediately upon knowledge of an identified case of COVID-19 and notifications to be sent accordingly. Stable groups are to be utilized as much as possible to reduce the risk of transmission.

- Review applicable orders and general and industry-specific guidance from the State of California, Cal/ OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.

- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections** form as needed to identify and evaluate unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee Participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by:

Reporting to their immediate supervisor or union representative who are expected to immediately contact the District Superintendent or designee. In addition, Appendix A and B of this plan will be utilized by site safety teams to identify any possible hazards for remedy.

Employee Screening

We screen our employees and respond to those with COVID-19 symptoms by:

Utilization of STOPit SafeScreen, a self screening application which reports responses to supervisors and the District Office. This online app follows CDPH guidelines and provides a pass/no pass entry pass upon completion. Staff are expected to self-screen for all symptoms including temperature and ensure the entry pass or their supervisor clears their symptoms prior to entering the workplace. Employees responding with COVID-19 symptoms are contacted for further information and evaluated to determine whether access to district premises will be granted. When precautions must be taken, staff are required to take a sick day to see if symptoms clear or to seek testing or medical clearance. If symptoms present while at work, district nurses or site administrators may screen ensuring utilization of face masks by both the screener and the employee.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures are documented on the Appendix B: COVID-19 Inspections form, and corrected in a timely manner based on the severity of the hazards, as follows:

Thorough completion of Appendix B: COVID -19 Inspections form includes identification of a status and severity of a hazard, the name of an individual or names of individuals assigned to correct the hazard, and a timeline for correction. The assessing individual or team will review any hazard identified and correct immediately if possible. Severity of a hazard and timeline for correction are based on exposure risk, scheduled occupancy of the location, and most urgent...a positive case identification. Items beyond the scope of the individual or site team are to be referred to the District Superintendent or designee who will assign remediation to the appropriate department and/or work with the site to acquire necessary items or make modifications to physical locations or personnel assigned to rectify the hazard. All COVID-19 hazard inspections are to be scanned and sent immediately to the District Superintendent and the Director of MOT. Safety meeting updates may cause modification to the initial template if additional hazard areas or items suggested for review are identified. Inspections are reviewed for follow-up per correction date assigned.

Controls of COVID-19 Hazards

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees that are not fully vaccinated when they are indoors or in vehicles, and where required by orders from the California Department of Public Health (CDPH).

Disposable surgical face masks are provided to each employee (a minimum of 2 per day) each week or, more regularly as needed. In addition, plastic shields were purchased and have been distributed to those staff to wear over their face masks as they are working directly with the public or with students (secretaries/office staff) or without the ability to social distance (i.e. special education/nurses). Sufficient quantities of face coverings are kept in storage at our warehouse to replace masks or shields as needed. Staff are expected to wash their own masks if utilizing an additional layer of protection brought from home to prevent cross-contamination and support the security of having a set of personal masks. Employees encountering non-employees not wearing face coverings are expected to state the requirement for entering with a face covering and to offer one if the non-employees do not have a face covering available.

Employees required to wear face coverings in our workplace may remove them under the following conditions:

- When an employee is alone in a room or a vehicle.
- While eating or drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible.
- Employees are required to wear respirators in accordance with our respirator program that meets section 5144 requirements.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Such employees will wear an effective, non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition permits it.
- Specific tasks that cannot feasibly be performed with a face covering. This exception is limited to the time in which such tasks are being performed.

Any employee not wearing a required face covering or allowed non-restrictive alternative, will be at least six feet apart from all other persons unless the unmasked employee is either fully vaccinated or tested at least weekly for COVID-19.

We will not prevent any employee from wearing a face covering when it is not required unless it would create a safety hazard, such as interfering with the safe operation of equipment.

Face coverings will also be provided to any employee that requests one, regardless of their vaccination status.

Engineering controls

For indoor locations, using Appendix B, we identify and evaluate how to maximize, to the extent feasible, ventilation with outdoor air using the highest filtration efficiency compatible with our existing ventilation system, and whether the use of portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems, would reduce the risk of transmission by:

Installation of plastic partitions which have been made available to provide an additional level of protection between the public and office/assessment staff and are set up in all offices. Large plastic dividers on rollers are available to separate office staff sitting in close proximity and cubbies are being purchased to create dividers in small office areas including Preschool, Family Resource Center, ELD department, and the Tech Department. Filtration units are in place at each

school and department office where the general public may be present on a regular basis. Ionization units have been installed on district air-conditioners and air conditioners continue to be replaced for more upgraded units.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

Utilization of computer-based ventilation software to adjust temperature and air flow supported by a district employed HVAC technician.

Maintenance of ventilation systems supported by a district employed HVAC technician.

Utilizing separate classroom heating/cooling units with individual filters throughout the majority of campuses to circulate outside air through rooms.

Replacing and/or updating HVAC units to support ionization and ventilation capacity.

Ensuring fans are not to be used in classrooms or shared work spaces which directs air in specific directions through the room.

Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces and objects, such as doorknobs, elevator buttons, equipment, tools, handrails, handles, controls, phones, headsets, bathroom surfaces, and steering wheels:

Cleaning and disinfecting

In order to reduce the risk of exposure to SARS-CoV-2, Arvin Union School District has implemented the following cleaning and disinfection measures (Per CDC recommendations) for frequently touched surfaces and objects such as doorknobs, desks, chairs, tables, light switches, equipment, tools, handrails, handled controls, phones, headsets and bathroom surfaces.

Routine cleaning

High touch areas as listed above are cleaned on a daily basis. Restrooms are cleaned/disinfected at a minimum twice daily and checked as needed during the day. Classrooms and offices are cleaned daily and spot checked multiple times during the day. AUSD MOT staff are trained on how to safely and effectively use approved cleaners and disinfectants. PPE such as gloves and masks are made readily available.

Cleaning and Disinfecting when Someone is sick

If and when there is a positive Covid case at one of our facilities, the area will be closed off for cleaning and disinfecting. When possible, students and staff will be relocated and staff will wait a couple hours before cleaning and disinfection of area begins. When possible, air flow to the affected area will be increased via either HVAC, fans or opened windows. An EPA approved disinfectant will then be used to clean and disinfect the areas where the sick person has been. Proper PPE will be used by MOT staff when cleaning of the affected areas.

We utilize the following supplies in our cleaning procedures. We have an inventory control system to keep our supplies at a desired level utilizing minimum and maximum quantities for each item. We use the following cleaning supplies at all sites. All custodial employees are given 15 minutes per classroom for cleaning. In the event of a positive case the cleaning for an affected area is extended to 2 – 3 hours, depending on size of affected area.

1. Diversy J-Fill (EPA# 70627-62)
2. Waxie Hospital Surface Disinfectant spray (EPA# 33176-5)
3. Quat-Tabs Guaternary Sanitizing Tablets used in the café (By MOT Staff)
4. Caresour Alcohol Wipes – 75% Alcohol Solution
5. Facilipro Concentrated 34 - Floor Cleaner (for restroom caddy)
6. Facilipro Concentrated 93 – Bathroom Cleaner (for restroom caddy)

All hard surface contact areas are to be disinfected with Diversy J-fill or Waxie Hospital Surface Disinfectant Spray. This would include desktops (when students are in class), countertops, door handles, cabinet handles, pencil sharpeners and teachers desk and phone. The spray must be allowed to stay on the surface for the indicated product to be effective.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

We ensure staff assigned to deep clean have Personal Protection in place including N95 masks and gloves and follow the cleaning protocol listed below: We utilize in-house staff for all cleaning and disinfecting. They have all been trained on proper cleaning techniques and utilize the cleaning supplies and procedures that were outlined earlier. Staff will have refresher training as needed. District employees equipped with materials and products listed here will clean and disinfect areas, materials, and equipment used by a COVID-19 case and in areas where a COVID-19 case may have traveled to or through. Rooms are to be marked as "do not enter" prior to cleaning. Staff will be assigned by the MOT Director and areas for deep cleaning identified and cleaned/sanitized by the cleaning crew or individual. Each member of the cleaning crew is to wear protective garments, gloves, and face protection. For protection, they are to wash hands and utilize sanitizer prior to beginning and throughout the cleaning process. Gloves are to be changed between each specific cleaning area.

Materials to be used include :

1. Diversy J-Fill (EPA# 70627-62)
2. Waxie Hospital Surface Disinfectant spray (EPA# 33176-5)
3. Quat-Tabs Guaternary Sanitizing Tablets used in the café (By MOT Staff)
4. Caresour Alcohol Wipes – 75% Alcohol Solution
5. Facilipro Concentrated 34 - Floor Cleaner (for restroom caddy)
6. Facilipro Concentrated 93 – Bathroom Cleaner (for restroom caddy)

Hand sanitizing

To implement effective hand sanitizing procedures, we:

Have evaluated handwashing facilities at each campus and office with assigned areas and groups for use. Additional measures include:

- Encourage and allow time for employee handwashing.
- Providing employees with an effective hand sanitizer in all rooms and offices and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encouraging employees to wash their hands for at least 20 seconds every time they wash.
- Have evaluated handwashing facilities and purchased mobile hand-washing stations for use at each site in portables without running water and/or outside areas as needed.

- Hands free hand sanitizing stations have been constructed by district maintenance staff for various office areas.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by section 3380, and provide and ensure use of such PPE as needed.

Upon request, we provide respirators for voluntary use to all employees who are not fully vaccinated and who are working indoors or in vehicles with more than one person.

N95 masks are available from the district warehouse and are to be utilized especially for staff assigned to work directly with a presumed infected person as well as for deep cleaning.

We provide and ensure use of respirators in compliance with section 5144 when deemed necessary by Cal/OSHA.

We also provide and ensure use of eye and respiratory protection when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

Testing of symptomatic employees

We make COVID-19 testing available at no cost to employees with COVID-19 symptoms who are not fully vaccinated, during employees' paid time.

Investigating and Responding to COVID-19 Cases

We have developed effective procedure to investigate COVID-19 cases that include seeking information from our employees regarding COVID-19 cases, close contacts, test results, and onset of symptoms. This is accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

We also ensure the following is implemented:

The district offers COVID-19 testing at no cost to all employees and especially employees who had a close contact during their working hours through Valencia lab test kits available at work sites including each school site as well as the district office on all days except Friday. Employees may choose to utilize a service covered by insurance outside of district services. Employees who were fully vaccinated before the close contact and do not have symptoms as well as COVID-19 cases who were allowed to return to work per return-to-work criteria and who have remained free of symptoms for 90 days after the initial onset of symptoms, or those who after 90 days after the positive test never developed symptoms, are excluded from the necessity of a test.

Staff identified as having an "exposure" by definition are recommended to be tested 3-5 days following a known exposure to someone with suspected or confirmed as COVID-19 positive and to continue to wear a mask on school

property. Non-vaccinated employees are required to be tested twice per week and after a confirmed exposure at work. The information on benefits described in Training and Instruction and Exclusion of COVID-19 Cases will be provided to staff through district orientation and by the Human Resources Department at the time of an exposure or close contact.

Personal phone calls or texts will be followed with formal written notice within 24 hours of the district's knowledge of a COVID-19 case indicating that people at the worksite may have been exposed to COVID-19. This notice will be provided to all employees and their authorized representative, independent contractors, and other employees at the worksite during the high-exposure period. These notifications will meet the requirements of T8CCR section 3205(c)(3)(B) and Labor Code section 6409.6 (a)(4); (a)(2) and will be in a form readily understandable by employees. This written notice should be anticipated to be received by an employee pending a close contact. The district utilizes written notices provided by Schools Legal Service to meet this requirement.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Who employees should report COVID-19 symptoms, possible close contacts and hazards to, and how.

Employees should contact their Direct Supervisor to report COVID-19 symptoms, possible close contacts, and hazards through phone, text, email, or TEAMS so long as the message is confirmed as having been received immediately. Continued efforts should be made to ensure the supervisor or the Human Resources Department is notified. Close contacts and symptoms are also to be reported in the STOPit SafeScreen app each morning prior to arrival at work. Any symptoms marked will indicate a Red – No Pass and staff may only be cleared to enter by their supervisor upon verification of the situation.

Possible hazards are also to be directed to immediate supervisors who are to relay this information immediately to the Human Resource Manager and/or the District Superintendent. Hazards may be reported in person or in any of the means listed above as long as the message is confirmed to have been received immediately. Form A is to be used as soon as a hazard is noted.

- That employees can report symptoms, possible close contacts and hazards without fear of reprisal.
- How employees with medical or other conditions that put them at increased risk of severe COVID-19 illness can request accommodations.

The district is focused on the health and safety of all. It is an expectation that reporting symptoms, close contacts, and hazards occur. Employees shall have no fear of reprisal. Retaliation or intimidation is not acceptable in the Arvin Union School District. Employees with medical or other conditions that put them at risk of severe COVID-19 illness are to contact their direct supervisor to inform them of this need as well as the Human Resources Director to request accommodations.

- Access to COVID-19 testing when testing is required.

In the event a situation requires testing due to an employee exposure, staff will be released during working hours to be tested and provided a Valencia Lab Kit. In addition as directed, staff may be released during work hours to utilize insurance plans for testing in a physicians office or medical center. During a scenario with multiple COVID-19 cases or a major outbreak, the district office staff will contact Public Health and/or OSHA providing required documentation of testing and results for individual cases, contract tracing, and when the testing is in response to CCR Title 8 section 3205.1, Multiple COVID-19 Infections and COVID-19 Outbreaks, as well as section 3205.2, Major COVID-19 Outbreaks.

- The COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

All personal identifying information of COVID-19 cases or symptoms will be kept confidential unless disclosure is required or permitted by law. Un-redacted information on COVID-19 cases will be provided to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH) immediately upon request and when required by law.

District reopening plans as well as updated safety plans are components within COVID-19 related communication. These will be shared at back to school orientations, reviewed regularly in program and department meetings, as well as shared with new hires prior to reporting to work.

The Human Resources Department will continue to communicate methods and schedules for surveillance testing, locations of test sites, and suggestions for rapid/home testing support.

Emails and updates are periodically sent to all district personnel sharing guidelines and procedures to mitigate hazards and to reinforce COVID-19 policies and procedures.

Letters and /or emails are sent to staff indicating exposures and relating how to provide protection to themselves and others to control hazards.

Implementation of the COVID-19 Inspections and Appendix A; Identification of COVID-19 Hazards will provide information which will be openly shared with staff.

Union representatives are apprised of safety updates immediately.

Training and Instruction

- We provide effective employee training and instruction that includes:
- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards, and how to participate in the identification and evaluation of COVID-19 hazards.
- Information regarding COVID-19-related benefits (including mandated sick and vaccination leave) to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
- An infectious person may have no symptoms.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 and are most effective when used in combination.
- The right of employees that are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation, and our policies for providing the respirators. Employees voluntarily using respirators will be trained according to section 5144(c)(2) requirements:

- How to properly wear them.
 - How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair can interfere with a seal.
 - The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
 - Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. Since COVID-19 is an airborne disease, N95s and more protective respirators protect the users from airborne disease, while face coverings primarily protect people around the user.
 - The conditions where face coverings must be worn at the workplace.
 - That face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance cannot be maintained.
 - Employees can request face coverings and can wear them at work regardless of vaccination status and without fear of retaliation.
 - COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
 - Information on our COVID-19 policies and how to access COVID-19 testing and vaccination, and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.
- Utilization of Personal Protective Equipment including sanitizer, masks, and spray.
 - Following assigned site routines and assigned areas by site maps

**** Quarantine timelines for staff and students and procedures for independent study.**

Documentation of training through zoom and/or signatures indicating attendance are required.

Appendix D: COVID-19 Training Roster will be used to document this training.

Exclusion of COVID-19 Cases and Employees who had a Close Contact

Where we have a COVID-19 case or close contact in our workplace, we limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees that had a close contact from the workplace until our return-to-work criteria have been met, with the following exceptions:
- Employees who were fully vaccinated before the close contact and who do not develop COVID-19 symptoms.
- COVID-19 cases who returned to work per our return-to-work criteria and have remained free of COVID-19 symptoms, for 90 days after the initial onset of COVID-19 symptoms, or for COVID-19 cases who never developed COVID-19 symptoms, for 90 days after the first positive test.
- For employees excluded from work, continuing, and maintaining employees' earnings, wages, seniority, and all other employees' rights and benefits. This will be accomplished by

Identifying leaves available to the employee. When possible, excluded cases will be provided the opportunity for work-at-home remote status. Next steps as necessary begin with utilization of CFRA (California Family Right Act) leave if available, possible workman's compensation benefits, utilization of employer-provided sick leave, or other leaves as they may become available.

- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases and outbreaks at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases.

Prior to this guidance and Appendices, the district has utilized, and will continue to utilize, forms provided by Kern County Public Health in addition to provided OSHA compliant forms provided by Schools Legal Service for required reporting. The district attends to updates to forms and shares these updates at District Cabinet to promote use of updated forms.

Return-to-Work Criteria

- **COVID-19 cases with symptoms** will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of 100.4 °F. or higher has resolved without the use of fever-reducing medications, and
 - COVID-19 symptoms have improved, and
 - At least 10 days have passed since COVID-19 symptoms first appeared.
- **COVID-19 cases who tested positive but never developed symptoms** will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work once the requirements for “cases with symptoms” or “cases who tested positive but never developed symptoms” (above) have been met.
- Persons who had a close contact may return to work as follows:
 - Close contact but never developed symptoms: when 10 days have passed since the last known close contact.
 - Close contact with symptoms: when the “cases with symptoms” criteria (above) have been met, unless the following are true:
 - The person tested negative for COVID-19 using a polymerase chain reaction (PCR) COVID-19 test with specimen taken after the onset of symptoms; and
 - At least 10 days have passed since the last known close contact, and
 - The person has been symptom-free for at least 24 hours, without using fever-reducing medications.
- If an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted.

Georgia Rhett

January 1, 2022

Title of Owner or Top Management Representative

Signature

Date

Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, trainings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work.

Person Conducting the Evaluation:

Date:

Name(s) of Employees and Authorized Employee Representative that Participated:

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls

Appendix B: COVID-19 Inspections

Date:

Name of Person Conducting the Inspection:

Work Location Evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Ventilation* (amount of fresh air and filtration maximized)			
Additional room air filtration			

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Administrative			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Face shields/goggles			
Respiratory protection			

*Identify and evaluate how to maximize ventilation with outdoor air; the highest level of filtration efficiency compatible with the existing ventilation system; and whether the use of portable or mounted HEPA filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission. Review applicable orders and guidance from the State of California and local health departments related to COVID-19 hazards and prevention have been reviewed, including the CDPH Interim Guidance for Ventilation, Filtrations, and Air Quality in Indoor Environments and information specific to your industry, location, and operations. We maximize the quantity of outside air provided to the extent

feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or maximizing outdoor air by other means would cause a hazard to employees, for instance from excessive heat or cold.

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or persons with COVID-19 symptoms, and any employee required medical records will be kept confidential unless disclosure is required or permitted by law. Un-redacted information on COVID-19 cases will be provided to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH) immediately upon request, and when required by law.

Date:

Name of Person Conducting the Investigation:

Name of COVID-19 case (employee or non-employee*) and contact information:

Occupation (if non-employee*, why they were in the workplace):

*If we are made aware of a non-employee COVID-19 case in our workplace

Names of employees/representatives involved in the investigation:

Date investigation was initiated:

Locations where the COVID-19 case was present in the workplace during the high-risk exposure period, and activities being performed:

Date and time the COVID-19 case was last present and excluded from the workplace:

Date of the positive or negative test and/or diagnosis:

Date the case first had one or more COVID-19 symptoms, if any:

Information received regarding COVID-19 test results and onset of symptoms (attach documentation):

Summary determination of who may have had a close contact with the COVID-19 case during the high-risk exposure period. Attach additional information, including:

- The names of those found to be in close contact.
- Their vaccination status.
- When testing was offered, including the results and the names of those that were exempt from testing because.
 - They were fully vaccinated before the close contact and do not have symptoms.
 - They returned to work per our return-to-work criteria and have remained symptom free for 90 days or, for those that never developed symptoms, for 90 days after the initial positive test.
- The names of those that were excluded per our Exclusion of COVID-19 Cases and Employees who had a Close Contact requirements.
- The names of those exempt from exclusion requirements because:
 - They were fully vaccinated before the close contact and did not develop COVID-19 symptoms.
 - They returned to work per our return-to-work criteria and have remained symptom free for 90 days or, for those that never developed symptoms, for 90 days after the initial positive test.

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:

Names of employees that were notified:	Names of their authorized representatives:	Date

Independent contractors and other employers present at the workplace during the high-risk exposure period.

Names of individuals that were notified:	Date

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?

What could be done to reduce exposure to COVID-19?

Was local health department notified? Date?

Appendix D: COVID-19 Training Roster

Date:

Person that conducted the training:

Employee Name	Signature

Appendix E: Documentation of Employee COVID-19 Vaccination Status – **CONFIDENTIAL**

Employee Name	Fully or Partially Vaccinated ¹	Method of Documentation ²

¹Update, accordingly and maintain as confidential medical record

²Acceptable options include:

- Employees provide proof of vaccination (vaccine card, image of vaccine card or health care document showing vaccination status) and employer maintains a copy.
- Employees provide proof of vaccination. The employer maintains a record of the employees who presented proof, but not the vaccine record itself.
- Employees self-attest to vaccination status and employer maintains a record of who self-attests.

Additional Consideration #1

Multiple COVID-19 Infections and COVID-19 Outbreaks

This addendum will stay in effect until there are no new COVID-19 cases detected in the exposed group for a 14-day period.

COVID-19 testing

- We provide COVID-19 testing at no cost to all employees, during paid time, in our exposed group except for:
 - Employees who were not present during the relevant 14-day period.
 - Employees who were fully vaccinated before the multiple infections or outbreak and who do not have symptoms.
 - COVID-19 cases who did not develop symptoms after returning to work pursuant to our return-to-work criteria, no testing is required for 90 days after the initial onset of symptoms or, for COVID-19 cases who never developed symptoms, 90 days after the first positive test.
- COVID-19 testing consists of the following:
 - All employees in our exposed group are immediately tested and then again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine, isolation, or exclusion period required by, or orders issued by, the local health department.
 - After the first two COVID-19 tests, we continue to provide COVID-19 testing once a week of employees in the exposed group who remain at the workplace, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
 - We provide additional testing when deemed necessary by Cal/OSHA.

We continue to comply with the applicable elements of our CPP, as well as the following:

1. Employees in the exposed group wear face coverings when indoors, or when outdoors and less than six feet apart (unless one of the face-covering exceptions indicated in our CPP apply).
2. We give notice to employees in the exposed group of their right to request a respirator for voluntary use if they are not fully vaccinated.
3. We evaluate whether to implement physical distancing of at least six feet between persons, or where six feet of physical distancing is not feasible, the need for use of cleanable solid partitions of sufficient size to reduce COVID-19 transmission.

COVID-19 investigation, review and hazard correction

We immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review is documented and includes:

- Investigation of new or unabated COVID-19 hazards including:
 - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
 - Our COVID-19 testing policies.
 - Insufficient outdoor air.
 - Insufficient air filtration.
 - Lack of physical distancing.
- Updating the review:
 - Every thirty days that the outbreak continues.

- In response to new information or to new or previously unrecognized COVID-19 hazards.
- When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We consider:
 - Moving indoor tasks outdoors or having them performed remotely.
 - Increasing outdoor air supply when work is done indoors.
 - Improving air filtration.
 - Increasing physical distancing as much as feasible.
 - Requiring respiratory protection in compliance with section 5144.

Buildings or structures with mechanical ventilation

We will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters, if compatible with the ventilation system. If MERV-13 or higher filters are not compatible, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units or other air cleaning systems would reduce the risk of transmission and, if so, implement their use to the degree feasible.

Additional Consideration #2

Major COVID-19 Outbreaks

This addendum will stay in effect until there are fewer than three COVID-19 cases detected in our exposed group for a 14-day period.

We continue to comply with the Multiple COVID-19 Infections and COVID-19 Outbreaks addendum, except that the COVID-19 testing, regardless of vaccination status, is made available to all employees in the exposed group twice a week, or more frequently if recommended by the local health department.

In addition to complying with our CPP and Multiple COVID-19 Infections and COVID-19 Outbreaks addendum, we also:

- Provide employees in the exposed group with respirators for voluntary use in compliance with section 5144(c)(2) and determine the need for a respiratory protection program or changes to an existing respiratory protection program under section 5144 to address COVID-19 hazards.
- Separate by six feet (except where we can demonstrate that six feet of separation is not feasible and there is momentary exposure while persons are in movement) any employees in the exposed group who are not wearing respirators required by us and used in compliance with section 5144. When it is not feasible to maintain a distance of at least six feet, individuals are as far apart as feasible.

In the event of a major COVID-19 outbreak, the district will reconsider reimplementation of very high precautionary measures as was conducted during the 2020-2021 school year as allowable by law. This may include working from home or other remote work arrangements, reducing the number of persons in particular areas including A/B team rotations, reinstatement of signage and expectations for very restrictive movement around campus, staggered arrival or assigned gates, modification to break times, adjusted work processes, and increased physical distancing.

- Install cleanable solid partitions that effectively reduce transmission between the employee and other persons at workstations where an employee in the exposed group is assigned to work for an extended period, such as cash registers, desks, and production line stations, and where the physical distancing requirement (described above) is not always maintained.
- Evaluate whether to halt some or all operations at the workplace until COVID-19 hazards have been corrected.
- Implement any other control measures deemed necessary by Cal/OSHA.

Additional Consideration #4

COVID-19 Prevention in Employer-Provided Transportation to and from Work

Assignment of transportation

To the extent feasible, we reduce exposure to COVID-19 hazards by assigning employees sharing vehicles to distinct groups and ensuring that each group remains separate from other such groups during transportation, during work activities, and in employer-provided housing. We prioritize shared transportation assignments in the following order:

- Employees residing in the same housing unit are transported in the same vehicle.
- Employees working in the same crew or workplace are transported in the same vehicle.
- Employees who do not share the same household, work crew or workplace are transported in the same vehicle only when no other transportation alternatives are feasible.

Face coverings and respirators

We ensure that the:

- Face covering requirements of our CPP Face Coverings are followed for employees waiting for transportation, if applicable.
- All employees who are not fully vaccinated are provided with a face covering, which must be worn unless an exception under our CPP Face Coverings applies.
- Upon request, we provide respirators for voluntary use in compliance with subsection 5144(c)(2) to all employees in the vehicle who are not fully vaccinated.

Screening

We develop, implement, and maintain effective procedures for screening and excluding drivers and riders with COVID-19 symptoms prior to boarding shared transportation.

Will Hernandez, Director of MOTSW or Elio Benavides, Transportation Lead

Cleaning and disinfecting

We ensure that:

- All high-contact surfaces (door handles, seatbelt buckles, armrests, etc.) used by passengers are cleaned to prevent the spread of COVID-19 and are cleaned and disinfected if used by a COVID-19 case during the high-risk exposure period, when the surface will be used by another employee within 24 hours of the COVID-19 case.

The Transportation Department will be notified of positive cases with a focus on confidentiality yet to promote safety for the next users or co-users of vehicles.

- All high-contact surfaces used by drivers, such as the steering wheel, armrests, seatbelt buckles, door handles and shifter, are cleaned to prevent the spread of COVID-19 between different drivers and are disinfected after use by a COVID-19 case during the high-risk exposure period, if the surface will be used by another employee within 24 hours of the COVID-19 case.

The Transportation Department has developed protocols for assigned busses and vehicles as well as provided training and disinfecting wipes and spray to all personnel utilizing district vehicles prior to checking out the vehicle.

- We provide sanitizing materials, training on how to use them properly, and ensure they are kept in adequate supply.

Ventilation

We ensure that vehicle windows are kept open, and the ventilation system is set to maximize outdoor air and not set to recirculate air. Windows do not have to be kept open if one or more of the following conditions exist:

- The vehicle has functioning air conditioning in use and excessive outdoor heat would create a hazard to employees.
- The vehicle has functioning heating in use and excessive outdoor cold would create a hazard to employees.
- Protection is needed from weather conditions; such as rain or snow.
- The vehicle has a cabin air filter in use and the U.S. EPA Air Quality Index for any pollutant is greater than 100.

Hand hygiene

We provide hand sanitizer in each vehicle and ensure that all drivers and riders sanitize their hands before entering and exiting the vehicle. Hand sanitizers with methyl alcohol are prohibited.

THE STANDARD RESPONSE PROTOCOL K12

Operational Guidance for Schools, Districts, Departments and Agencies
The "I Love U Guys" Foundation
SRP K12 Version 2.0



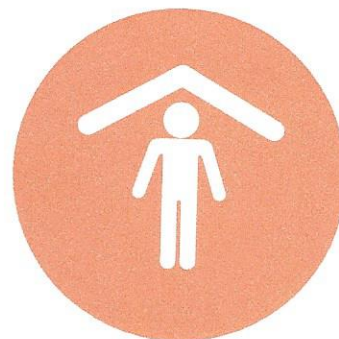
LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

PEACE

It does not mean to be in a place where
there is no noise, trouble, or hard work.

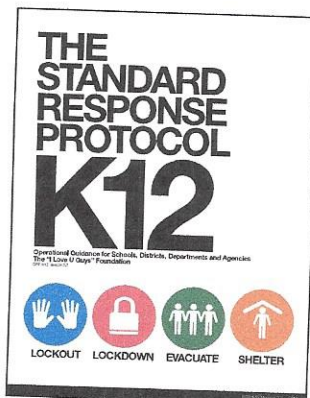
It means to be in the midst of those
things and still be calm in your heart.



STANDARDTM RESPONSE PROTOCOL

CHANGE HISTORY VERSION 2.0

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
Russ Deffner John-Michael Keyes	2	01/08/2015	Version update. See: The Standard Response Protocol - V2 An Overview of What's New in the Standard Response Protocol
John-Michael Keyes	2.0.1	11/11/2019	Revised format to accommodate on demand printing by Lulu. http://lulu.com



Operational Guidance for Schools, Districts, Departments and Agencies
 A General Guide on Incorporating and Operating
 The Standard Response Protocol within a School Safety Plan
 Version 2.0



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THE "I LOVE U GUYS" FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?" Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation.

MISSION

The "I Love U Guys" Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

TERMS OF USE

Schools, districts, departments, agencies and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold.
2. Core actions and directives are not modified.
 - 2.1. Lockout - "Get Inside. Lock Outside Doors"
 - 2.2. Lockdown - "Locks, Lights, Out of Sight"
 - 2.3. Evacuate - *followed by a Location*
 - 2.4. Shelter - *followed by a hazard and safety strategy*
3. Notification of use is provided to The "I Love U Guys" Foundation through one of the following:
 - 3.1. Email notice to srp@iloveguys.org
 - 3.2. Notice of Intent
 - 3.3. Memorandum of Understanding
4. The following modifications to the materials (Posters, handouts, cards) are allowable:
 - 4.1. Localization of evacuation events
 - 4.2. Localization of shelter events

CERTIFICATION PROGRAMS

The "I Love U Guys" Foundation is committed to providing its programs at no cost to a widening variety of organizations.

To assess the fidelity of implementation within an organization, the Foundation has developed a certification program for the Standard Response Protocol. The certification program is optional and is not required to use the SRP within your organization.

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WARNINGS AND DISCLAIMER

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis.

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REQUEST FOR COMMENT

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. As of 2015, the SRP has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review and adoption by thousands of schools.

Suggestions for modification can be made via email at srp_rfc@iloveguys.org. Please include contact information, district, department or agency, including day time phone.

SRP REVIEW COMMITTEE

The "I Love U Guys" Foundation SRP Review Committee is comprised of safety stakeholders from a variety of perspectives and professions. The charter of the committee is to advise on the merits of any substantive changes to The Standard Response Protocol. This ensures that changes will not be incorporated into the SRP without consideration or deliberation.

The SRP Review Committee communicates on substantive changes to the SRP primarily through electronic means - Email or teleconference.

The following are the current members of the SRP Review Committee.

Dr. David Benke

The "I Love U Guys" Foundation
Bailey, Colorado

Sgt. AJ DeAndrea

Jefferson County Regional SWAT Team
Arvada, Colorado

Pat Hamilton

Director of Safe and Secure Environments
Adams 12 Five Star Schools
Thornton, Colorado

John-Michael Keyes

Executive Director, The "I Love U Guys" Foundation
Bailey, Colorado

John McDonald

Executive Director
Safety, Security and Emergency Planning
Jeffco Public Schools
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Louis J. Rapoli

Emergency Preparedness Consultant
Peregrine Training Services
Former NYPD
Newburgh, New York

Lee Shaughnessy

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INTRODUCTION

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan, for critical incident response within individual schools in a school district.

SRP IS NOT A REPLACEMENT... IT'S AN ENHANCEMENT TO YOUR EXISTING SAFETY PLANS.

The intent of this document is to provide basic guidance with respect for local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the "Terms of Art" and "Directives" defined by this protocol.

SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country. Hundreds of agencies have evaluated the SRP and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found online at <http://iloveguys.org>.

BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by dedicated safety or security personnel. That same, Safety Team, should be responsible for incorporating the SRP into the safety program. Having staff and including students on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

If it was not done during the development of the existing safety program, it is highly encouraged that while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.

A CRITICAL LOOK

Be prepared to look at existing plans with a critical eye as often they can be described as a "Directive" of a certain "Term of Art"; i.e. conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

TIME BARRIERS

Time barriers or measures taken beforehand to 'harden the structure' can be an invaluable asset to safety; not only of staff and students, but also visitors to a campus who expect a friendly and secure environment.

Time Barriers are best described as a physical barrier that slows down the entry into or movement through a facility. Any additional delay allows trained persons to take further protective action and gives first responders more time to arrive.

A simple example of a Time Barrier would be making the exterior doors of a building automatically lock and could include installing a film on glass door panels to prevent them from shattering, delaying an intruder's attempt to break into the premises.

Finally, the most powerful time barrier in an active shooter event is a locked classroom door. Foundation investigation into past school shootings reveals that no person behind a locked classroom door has ever been physically harmed by an active shooter.

THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken this scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or even a tabbed binder in a teacher's desk that describes a variety of things that might happen and the specific response to each event.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple – there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive". Execution of the action is performed by active participants, including students, staff, teachers and first responders.

1. **Lockout** is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
2. **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
3. **Evacuate** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
4. **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local Law Enforcement Agency would then be "We are under Lockdown."

Each response has specific student and staff action. The Evacuate response is always followed by a location: "Evacuate to the Bus Zone." Responses can also be chained. For instance, "Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold."

BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes

a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders would assist as parts of the school go to an "Evacuate to the Gym and Lockdown," and later "Evacuate to the Bus Zone."

LOCKOUT VS LOCKDOWN

The differentiation between Lockout and Lockdown is a critical element in SRP. A Lockout recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Lockout response. While the Lockout response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking outside doors. There are several reasons for not locking perimeter doors during a Lockdown. Risk is increased to students or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

There may be situations where both Lockdown and Lockout need to be performed, but in this case they are identified individually. "Lockout! Get Inside. Lock Outside Doors. Lockdown! Locks, Lights, out of Sight." would be announced on public address. We are in "Lockdown and Lockout" would be conveyed to emergency services or 911.

TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.



SRP IN A NUTSHELL

4 ACTIONS

Each protocol has specific staff and student actions that are unique to the action. In the event student or staff identifies the initial threat, calling 911 and administration is advised.



LOCKOUT - "GET INSIDE. LOCK OUTSIDE DOORS"

Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

- Recover students and staff from outside building
- Increased situational awareness
- Take roll, account for students
- Do business as usual



LOCKDOWN - "LOCKS, LIGHTS, OUT OF SIGHT"

Students are trained to:

- Move away from sight
- Maintain silence

Teachers are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door

- Take roll, account for students

EVACUATE - "TO A LOCATION"

Students are trained to:

- Leave stuff behind
- Bring their phone
- Form a single file line

Teachers are trained to:

- Grab roll sheet if possible
- Lead students to Evacuation location
- Take roll, account for students



SHELTER - "FOR HAZARD USING A SAFETY STRATEGY"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Teachers are trained in:

- Appropriate Hazards and Safety Strategies
- Take roll, account for students
- Report injuries or problems, at the Evacuation Assembly, to first responders using Red Card/ Green Card method.



1 DEMAND

The protocol also carries an obligation. Kids are smart. An implicit part of the SRP is that authorities and teachers tell them what's going on. Certainly, tempered at the elementary school. But middle school and above needs accurate information for the greatest survivability, to minimize panic and to mitigate recovery.

* Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.

PROTOCOL DETAILS SUMMARY

This section of the guidance defines conditions, actions responsibilities and other aspects of preparing and incorporating The Standard Response Protocol within a school or district safety plan.

PREREQUISITES NIMS CERTIFICATION

For full adherence to SRP the School and District Administration and Safety Teams must certify in the following Independent Study programs offered by the National Incident Management System (NIMS):



1. **IS 100** SCA Introduction to Incident Management for Schools
2. **IS 362** School Safety Planning

These courses are available online at <http://training.fema.gov>. Anticipate 1 to 3 hours per course to successfully achieve certification.

The courses are offered at no charge.

(Note: The "I Love U Guys" Foundation is not affiliated with FEMA.)

SCHOOL SAFETY PROGRAM

Schools incorporating SRP must have written safety plans and ongoing safety programs as identified in the the safety plan.

CREATING TIME BARRIERS

Historical data on active shooters suggests that a locked classroom door is a proven life saving strategy. Barricading is another option that has a positive track record. Self evacuation is another option. These strategies all provide a "Time Barrier" between students, assailants.

DOORS, LOCKS, STRESS AND FIRE MARSHALS

A consistent observation by first responders is that human beings, under stress, have difficulty completing even mundane tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for a teacher who has just heard a Lockdown order. Elevated adrenaline levels may result in the loss of fine motor skills and often result in extended times to insert a key and lock a door.

Keeping classroom doors locked during class, however, has proven to be disruptive, especially in high school classrooms. Propping a locked door might challenge some jurisdictions' fire code.

Adams County 12, Five Star Schools (Colorado) faced this challenge with a unique solution. Classroom doors in the district open out from the classroom. The keyed locks are in the doorknob, outside of the classroom. This means staff must stand in the hallway to actuate the lock, exposing them to risk during a Lockdown.

Adams County 12, Five Star Schools is using a simple, but effective workaround to solve this challenge. Flexible magnetic sheeting (such as refrigerator magnets) 1 3/4" x 6" are placed in the door jamb to prevent the door handle latch from catching. This allows the door to remain "locked" yet still allow access. In the event of a Lockdown, even highly stressed staff can readily pull the strip from inside of the jamb allowing the door lock.

TALK TO THE FIRE MARSHAL

It's important to talk to local fire authorities regarding this "Life Safety" solution. It may be relegated to only buildings with sprinkler systems. Code interpretation varies between authorities.

MEMORANDUMS OF UNDERSTANDING

Establishing Memorandums of Understanding (MOUs) between stakeholders is imperative. In many districts there is a handshake between the Superintendent and the Sheriff or Fire Marshal. Formalized MOUs are a requirement for full adherence to the SRP and should be reviewed and renewed on a scheduled basis.

LIAISONS AND OTHER MOUS

Schools and/or Districts should have a dedicated liaison and a Memorandum of Understanding with city, county or parish law enforcement agencies, fire departments, emergency medical services and emergency managers.

THE "I LOVE U GUYS" FOUNDATION MOUS OR NOTICE OF INTENT

Some schools, districts, departments and agencies may also desire a formalized MOU with The "I Love U Guys" Foundation. Sample MOUs are provided in this material for that purpose. The purpose of this MOU is to confirm adherence to the protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation's materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.

Another option is to formally notify the foundation with a "Notice of Intent."

These are included within this material.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email srp@iloveuguy.org and let know.



LOCKOUT CONDITION

Lockout is called when there is a threat or hazard **outside** of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Lockout uses the

security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Lockout is: **"Lockout! Get Inside. Lock Outside Doors"** and is repeated twice each time the public address is performed.

ACTIONS

The Lockout Protocol demands bringing students into the main building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes that were held outside, such as gym class, would return to the building and if possible continue class inside the building.

There may be occasions where students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Depending on the school, administration or teachers may be required to lock the doors or windows. Staff members assigned "Primary Responsibility" for a "Lockout Zone" should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points.

The assigned staff is designated as having **"Lockout Duty."**

There should also be assigned a person with "Secondary Responsibility" for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office.

The front office should field information from the classrooms regarding missing or extra students in the classroom.

REPORTER

Lockout is typically reported by emergency dispatch to the school operator. The operator then informs administration and invokes the public address.

It may also be reported to the school operator by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification and of perimeter access points that must be locked in the event of a Lockout defines the **"Lockout Perimeter."**

Logical areas, building wings or other access point groupings define individual **"Lockout Zones"** within the Lockout Perimeter.

Some campuses may have campus perimeters in addition to building perimeters, such as gates and fences. There may be conditions where the campus perimeter would or would not be affected by Lockout.

Individual Lockout Duty Checklists should be created for each person assigned with either Primary or Secondary Lockout Duty.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Lockout drills should be performed twice a year. At least one of these drills should be performed while outdoor activities are in progress.

CONTINGENCIES

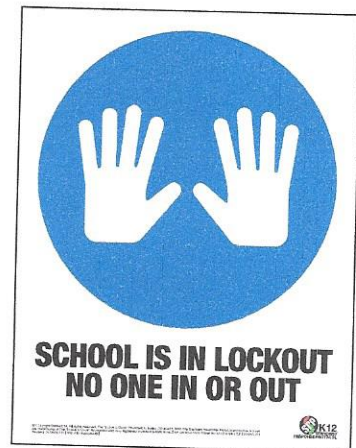
There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where modular building are present. It may be best for students in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building.

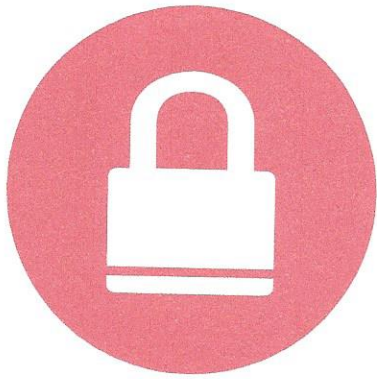
If during a Lockout a hazard manifests inside the school - i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to Evacuate to a different location than would typically be indicated, according to circumstances.

EXAMPLES OF LOCKOUT CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Lockout.

- Dangerous animal on school grounds
- Criminal activity in area
- Civil disobedience





LOCKDOWN CONDITION

Lockdown is called when there is a threat or hazard **inside** the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from threat.

PUBLIC ADDRESS

The public address for Lockdown is: **"Lockdown! Locks, Lights, Out of Sight!"** and is repeated twice each time the public address is performed.

ACTIONS

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence.

There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders entry into the building.

Teachers and student training reinforces the practice on **not** opening the classroom door, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

REPORTER

Lockdown is typically reported by students or staff to the school operator. The operator then invokes the public address and informs administration.

It may also be reported to the school operator by local emergency dispatch.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it.

Students, staff and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

DRILLS

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years. (For more information on drills see page



CONTINGENCIES

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom.

In this situation students and staff must be trained to hide or even Evacuate themselves away from the building.

If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. Evacuation to a non usual location may be required.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are simply some examples of when a school or emergency dispatch might call for a Lockout.

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Active shooter

RED CARD/GREEN CARD

Some safety plans suggest sliding a red or green card under the door to indicate status. The SRP suggests this practice **not** be taken. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

Please see the section on Red Card/Green Card/Med Card.



EVACUATE CONDITION

Evacuate is called when there is a need to move students from one location to another.

PUBLIC ADDRESS

The public address for Evacuate is: **"Evacuate! To a Location"** and is repeated twice each time the public address is performed.

For instance **"Evacuate! To the Flag Pole. Evacuate! To the Flag Pole."**

ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is usually responsible for initiating an evacuation. In a police led evacuation, students may be instructed to form a single file line and hold hands front and back. Or students and staff may be asked to put their hands on their heads while evacuating. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

REPORTER

Evacuate is typically called by the school operator or in the case of a police led evacuation, by the responding officer.

PREPARATION

Evacuation preparation involves the identification of facility Evacuation Points, as well as student, teacher, and administrator training for both normal and police led evacuations.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to take roll after arrival at the Evacuation Assembly Point.

DRILLS

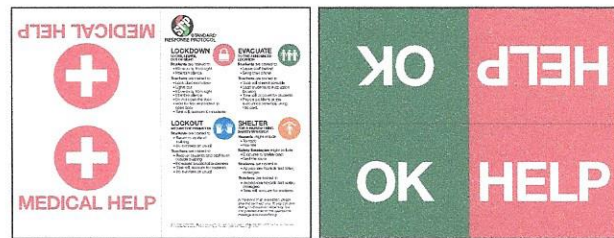
Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RED CARD/GREEN CARD/MED CARD

After taking roll the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes. (Select only one of the three card styles.)

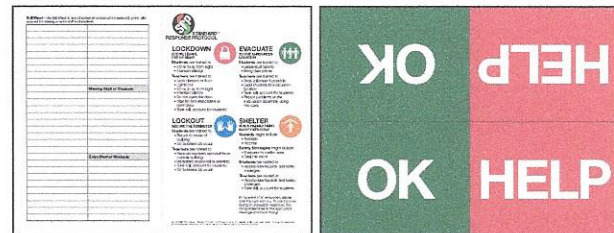


- **Green Card (OK)** - All students accounted for, No immediate help is necessary
- **Red Card (Help)** - Extra or missing students, or vital information must be exchanged
- **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

Schools may opt to use the SRP single sheet advisory which can be folded to any visual indicator.

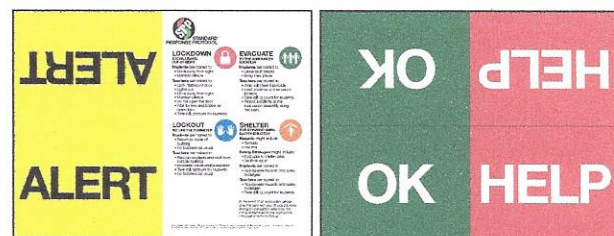
RED CARD/GREEN CARD/ROLL CARD

An alternative design to the Red/Green/Med Card is the Red/Green/Roll Card.



RED CARD/GREEN CARD/ALERT CARD

Another alternative the Red/Green/Alert Card.



(Select only one of these three card styles.)

CONTINGENCIES

Students are trained that if they are separated from their class during an evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site.

Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.

STANDARD REUNIFICATION METHOD

The "I Love U Guys" Foundation has developed guidance for reunifying parents with their children. These materials are available at no cost to districts, departments and agencies.



SHELTER CONDITION

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or hazmat.

PUBLIC ADDRESS

The public addresses for shelter should include the

hazard and the safety strategy.

The public address is repeated twice each time the public address is performed.

HAZARDS MAY INCLUDE:

- Tornado
- Hazmat
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Prior versions of the SRP sourced materials that were current on the FEMA website. As this FEMA guidance evolved, the FEMA information presented in SRP Operational Guidance became outdated.

It is strongly advised to remain current on both FEMA guidance regarding Shelter actions as well as local emergency manager guidance.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

REPORTER

Shelter is typically called by the school operator but may be called by students, teachers or first responders.

PREPARATION

Identification and marking of facility shelter areas.

DRILLS

Shelter safety strategies should be drilled once a year.

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY VS. "SHELTER-IN-PLACE"

Oddly, one of the most often heard concerns about the SRP is the abandoning of "Shelter-in-place." The reason for this was simple. "Shelter-in-place" is contextual. Students and staff are somehow "supposed" to know which "Shelter-in-place" action to take.

During the initial development of the SRP, local, state and federal resources cited over a dozen different actions associated with "Shelter-in-place." Everything from hazmat to tornado to active violence to holding in a classroom were "Shelter-in-place" events.

PLAIN LANGUAGE ACT

With FEMA recommending plain, natural language,¹ the Foundation introduced the Shelter directive and suggested that rather than saying "In Place" as the action, identification of the hazard and the safety strategy would be more in keeping with the plain language commitment.

Shelter is one of the points where the SRP integrates tightly with school and district safety plans. Local hazards are very real and very important. If "Shelter-in-place" is part of emergency planner tradition and culture, it shouldn't be a stumbling block in implementing the SRP.

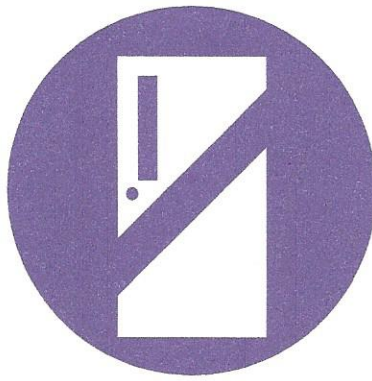
The goal of the SRP is that there is a shared, plain, natural language between students, staff and first responders. Evaluate how pervasive "Shelter-in-place" is, throughout the affected populations.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. Original, digital artwork can be provided to organizations that have signed a "Notice of Intent" or a "Memorandum of Understanding" with The "I Love U Guys" Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 4.3 iWork '09. It may be compatible with Pages 6.x for Mac OS X, iOS, or iWork for iCloud beta. Currently, artwork is not available for Microsoft® Word. See FAQs.

1. Our promise to you: Writing you can understand - <https://www.fema.gov/plain-language-act> (URL still active January 2015)



HOLD IN YOUR CLASSROOM

There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may demand keeping students out of the halls until it is resolved.

The focus of the SRP was in using common language and expectations in a crisis, between students, staff and first responders. While we looked at “Hold in your Classroom” as a fifth action we realized that the action was almost exclusively a day to day operational demand rather than an action shared with first responders. (Although a medical emergency might warrant the action.)

With the mandate of “Keep it Simple,” the decision was made to **not** make “Hold in your classroom” an SRP action at this time. That said, we received requests to include the concept and integrate it into classroom training and materials. While there are numerous variations the following guidelines have been established.

PUBLIC ADDRESS

The public address for Hold is: **“Hold in your classroom”** and is repeated twice each time the public address is performed.

ACTIONS

Students and teachers are to remain in their classroom, even if there is a scheduled class change, until the all clear is announced.

SRP V2 EXPANDED AUDIENCE

The old adage “Build a better mouse trap and they’ll beat a path to your door,” is apparently true. In developing the original Standard Response Protocol, The “I Love U Guys” Foundation knew that it was an all-hazards, every-age, solution to sharing common language, common actions, and common expectations of behavior, between those impacted by a crisis and first responders. But our mission was youth.

Even though the materials were geared to a K-12 environment, business and institutions made them work. From Credit Unions to Courthouses to Community Colleges to Cathedrals, the SRP has been integrated into safety plans in business, institutions and organizations across the US and Canada.

As a result, the Foundation has worked with safety professionals to create materials for all audiences. Additionally, we’ve documented “What’s New” in the Standard Response Protocol. All digital materials are available at no cost at <http://iloveuguy.org>. Printed materials may be purchased through Amazon or the Foundation’s eStore.

SRM V2

The Standard Reunification Method has also been updated.



APPENDIX A

RED/GREEN/MED/ROLL/ALERT CARDS



LOCKDOWN DRILL INTRODUCTION

A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the "Muscle Memory" should an actual Lockdown occur. Drills also reveal deficiencies

that may exist in either procedure or personnel.

PREPARATION

Prior to drilling, students, staff and administration should review the SRP Training Presentation (available at <http://iloveguys.org>).

Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a "Safe Zone" in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, alternative locations should be identified.

Additionally, the following instructions should be delivered to students.

1. Locate yourself at a point in the classroom where you can no longer see out the corridor window.
2. Maintain silence. No cell phone calls.
3. Refrain from texting during drills.

PARTNERSHIPS

School level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

THE EMERGENCY RESPONSE TEAM

A common practice is for the school to have a pre-identified Building/School Emergency Response Team. In a growing number of states, these teams are legislatively mandated to be organized using the Incident Command System. Even if not mandated, this structure is effective for responding to any type of incident and is used by other first responders.

It is not uncommon for administration to survey the staff population for prior emergency response, military or law enforcement experience for placement in the team.

THE LOCKDOWN DRILL TEAM

The Lockdown Drill Team is a little different than the Emergency Response Team. During an actual Lockdown, members of the Emergency Response Team may be in classrooms or administrative offices in Lockdown mode and unable to assist with the response.

The ideal Lockdown Drill Team should include the principal, facilities manager, district safety representatives and law enforcement. In larger schools it's important to have enough people on the team to conduct the drill in a timely manner.

STAFF NOTIFICATION

When Lockdown Drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

SPECIAL NEEDS CONSIDERATIONS

It is critical to inform special needs staff prior to every drill. Some special needs students need advance notification that a drill is going to occur. For some students, any alteration to routine can be problematic.

THE PRE-DRILL BRIEFING

Prior to the Lockdown Drill a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

1. Review the floor plan and team member assignments
2. Expected drill duration
3. The door knock and classroom conversation
4. Potential student or staff distress
5. Announcing the Lockdown Drill

When using public address to announce a Lockdown Drill, repeat, "Lockdown. Locks, Lights, Out of Sight. This is a drill." It's important to tell students and staff that this is a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

CONDUCTING THE DRILL

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as "Scribe" and documents each classroom response. (See Lockdown Response Worksheet.)

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request.

At this point a member of the team unlocks the classroom door and announces their name and position.

THE CLASSROOM CONVERSATION

Typically this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self evacuation and other life safety strategies can be discussed. Any issues should be addressed gently but immediately.

WINDOWS

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building.

THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief. Any issues should be documented and actions items should be identified.

LOCKDOWN DRILL WORKSHEET

School _____

Date/Time _____

Team Members _____

Stopwatch Time _____

Student Population _____

Staff Count _____



Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes _____



TEACHER GUIDANCE AFTER A LOCKDOWN DRILL

In 2010, Dr. David Benke tackled a gunman at Deer Creek Middle School in Littleton, Colorado. A 35 year veteran teacher, Dr. Benke offers his conversation with students after a

Lockdown Drill. This is provided as guidance for for a conversation with students.

TALKING TO KIDS ABOUT THE SRP

There is a great deal of variation between elementary and high school. Elementary Students are much more willing to do what they are told. High school students always think they know better than adults. Perhaps with high school students our best goal is compliance rather than agreement.

BEFORE THE DRILL

This is important to insure that the drill is done well. Use the wall poster to get the conversation started.



trying to keep you safe. I am not going to apologize for trying to save you.

Be sure the students know someone may come by to try the door. They are to maintain silence.

SAFE ZONE

Point out where the students are to sit and hide. Be sure to find an area that is not visible from a hall window. If a student can see out the hall window, a bad guy can see in.

Check the doors and windows to your room. Are they all lockable from the correct side? If they aren't, then submit an order to have the lock changed. I kept my door locked all the time. It took a year and three requests before we could get a lock changed. Be politely persistent.

DECIDE ON YOUR STATION IN THE ROOM.

Will you sit with the kids?

Will you station yourself in ambush with what ever improvised weapon you can find?

Play baseball during a free period with the kids once a year. It gives you an excuse to have a bat in your room.

AFTER THE DRILL

This is important for the students to do Scenario Based Thinking.

The first question is crucial. After the first one the students realize that it is really ok to ask and you will probably have to end the discussion after about 10 minutes when the "what ifs" start to become absurd.

Therefore you might want to prime the pump by asking. "How many of you wonder what would happen if you are... (in the hall, in the restroom, at lunch)?

Remember they aren't, just, trying to get out of class. I know your subject is important. You wouldn't want to teach it otherwise. But you are giving a kid a skill that is important for her entire life.

WHAT IF I AM IN THE HALL?

We will check the halls quickly before we lock and turn the lights out. Get to a classroom, any classroom, as quickly as you can and lock down.

If the classroom is already locked and lights out then find a place to hide. Do not go from classroom to classroom. We will not open the door for anyone because that person could be held hostage. If someone has a legitimate need to get in the room that person will have a key.

Call on students and ask if they have a thought about where to hide if they are in the hall. Talk about the difference between cover and concealment.

WHAT IF I AM AT LUNCH?

The same procedure applies.

WHAT IF I AM IN THE RESTROOM?

The same procedure applies.

WHAT IF A BAD GUY COMES IN THE ROOM?

The kids should know to evacuate. Tell them which door and to where, preferably to another room to lock down. Decide what you are going to do because the next question will be, "Mrs. Faversham? What are you going to do?"

WHAT IF I AM OUTSIDE?

Go to (name your evacuation site). Ask if they know how to get there. Discuss how to get to the evacuation site the fastest way. Or get in the school, get in a classroom and lock down.

Let the cops do their job. If you need help go to a teacher.

PUBLIC ADDRESS PROTOCOL

The public address is repeated twice each time the public address is performed.

The following represents the Public Address for The Standard Response Protocol

- **Lockout!** Get Inside. Lock Outside Doors
- **Lockdown!** Locks, Lights, out of Sight
- **Evacuate!** To a Location
- **Shelter!** For Hazard Using Safety Strategy

While SRP is an all hazard approach, the protocol suggests placement of scenario, public address posters near all reasonable public address systems.

CLASSROOM POSTERS

Part of a school's commitment to SRP is displaying posters in classrooms, libraries, cafeterias, gymnasiums auditoriums and hallways.

The Foundation recognizes that this commitment may impact printing budgets and consequently asks that schools or districts commit to a time frame when poster installation can be completed.

Downloadable templates are available for production of the posters at <http://iloveguys.org> at no charge.

CELL PHONES

It is not uncommon for school administrators to ban cell phone use during a lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text their child.

In evaluating actual lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications.

There is also an opportunity to ask the students to text their parents with crafted messages. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID."

TRAINING RESOURCES

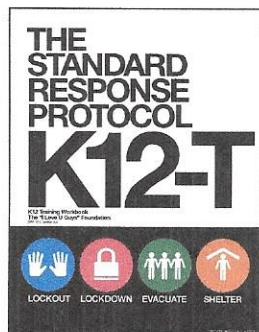
The Foundation can provide on site training and has worked with a number of organizations in providing train the trainer sessions.

PROGRAM REVIEW

Reviewers of this material are available at <http://iloveguys.org>

SRP REVIEW COMMITTEE

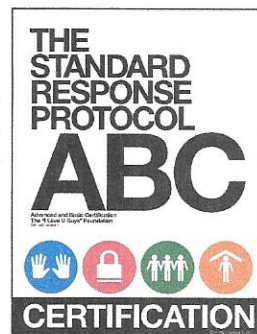
The SRP is locked at version 2. Substantive changes can now only be made after committee review. Change requests can be emailed to srp_rfc@iloveguys.org. Please include all contact information.



ADVANCED AND BASIC CERTIFICATION PROGRAMS

The "I Love U Guys" Foundation is committed to providing its programs at no cost to a widening variety of organizations.

To assess the fidelity of implementation within an organization, the Foundation has developed a certification program for the Standard Response Protocol. The certification program is optional and is not required to use the SRP within your organization. Two levels of certification are available - Basic Certification or Advanced Certification.



WHY CERTIFY?

Certification is another demonstration of your organization's commitment to safety. It shows that your organization meets baseline requirements in implementing the SRP.

WHAT'S IT COST?

The Basic Certification cost is \$300 per organization and must be renewed every two years. The Advanced Certification cost is \$1,000 in addition to training costs and demands on site training and evaluation by Foundation certified personnel.

Organizations are classified as follows:

- Public School District
- Community College Campus
- University Campus
- Private School Network
- Independent Private School
- Catholic Diocese
- Sheriff's Office
- Local Police
- Special Jurisdiction
- Tribal Police
- State Police/Highway Patrol
- Fire Protection District/Department
- Business Site
- Hospital Site

WHAT ARE THE REQUIREMENTS FOR CERTIFICATION?

For full details see our certification guides available online at iloveguys.org, but in general include presence of an organization safety team, regular drills, training, public address protocols, partnerships between organizations and first responders and outreach to the organization's community.

Within those general guidelines are specific program objectives and procedures.

Advanced Certification includes all outcomes from the Basic Certification but also requires on-site training and evaluation.

ARE THERE ANY GRANTS AVAILABLE?

While we feel both certification programs are modestly priced, there is a grant process that can reduce or eliminate the certification costs.



STANDARDTM RESPONSE PROTOCOL

FREQUENTLY ASKED QUESTIONS

Since introducing the Standard Response Protocol in 2009, thousands of districts, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

SERIOUSLY, WHAT DOES IT REALLY COST?

Since its introduction in 2009, public K12 schools, districts, departments and agencies were free to use The "I Love U Guys" Foundation programs at no cost.

In 2015, the Foundation expanded availability, and now offers the programs to any public or private organization at no charge. Simply download the materials and begin the process.

WHAT ABOUT BUSINESS/CHURCH/INSTITUTION USE?

Please look at the materials designed specifically for institutional use on the website. <http://iloveuguy.org>.

I SEE YOU OFFER TRAINING, DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?

No. We've attempted to put enough material online so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but in providing training for districts departments and agencies. If your organization is interested in Foundation training, please contact for rates and terms.

WHAT IS THE DIFFERENCE BETWEEN LOCKOUT AND LOCKDOWN AGAIN?

The term "Lockout" is used when there is a potential threat that can be mitigated by bringing everyone inside. It should be announced with the directive "Get Inside. Lock Outside Doors" which signals teachers and staff to lock exterior doors and while it calls for heightened situational awareness, allows for indoor activities to continue.

The term "Lockdown" means there is an active or imminent threat inside or nearby requiring immediate protective action. It is followed by the directive "Locks, Lights, Out of Sight" and requires locking classroom doors, turning out the lights, and remaining hidden until first responders arrive.

Effectively if the threat is outside the building, Lockout. If the threat is inside the building, Lockdown.

WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

There may be situations where both a Lockout and a Lockdown may be called simultaneously. In this case securing the perimeter, securing the classroom and getting out of sight would be the practice.

IN LOCKDOWN, YOU SUGGEST UNLOCKING THE OUTSIDE DOORS. WHAT'S UP WITH THAT?

No. We don't. We occasionally hear this but our guidance is actually a little different. We suggest not putting anyone at risk by locking or unlocking outside doors. If the doors are locked leave them locked. Be sure you have a plan, in advance, that allows first responders the ability to enter the building quickly.

WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A LOCKDOWN?

Yes, people may be able to enter the building during the window of time between calling a Lockdown and the arrival of first responders.

A Lockdown is called when there is a life safety threat inside the building. During the development and throughout the lifecycle of the SRP, constant, deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the Lockdown guidance provided.

That said, with any guidance provided, we defer to local decisions. If you are a district, please consult with your local law enforcement representatives for final guidance.

WHY ISN'T "HOLD IN YOUR CLASSROOM" AN SRP ACTION?

While we looked at "Hold in your Classroom" as a fifth action we realized that the action was almost exclusively a day to day operational demand rather than an action shared with first responders. We do include it in some classroom training materials as an optional addition.

I THOUGHT I SAW SHELTER GUIDANCE?

When we developed the SRP and released the first version in 2009 we included FEMA guidance regarding the Shelter directive and actions. FEMA changed that guidance in 2014. We are removing specific shelter guidance from our documentation and defer to the current practices published at <http://fema.gov> as well as your local emergency management guidance.

CAN THE SRP BE USED IN CONJUNCTION WITH OTHER SAFETY PLANS?

Yes, absolutely. The SRP is designed as an enhancement to any safety plan. It covers critical incidents by standardizing vocabulary so stakeholders can easily understand the status and respond quickly when an unforeseen event occurs. Comprehensive safety plans will include components such as communications, threat assessment, local hazards, operation continuity and reunification, amongst other items.

CAN I MODIFY MATERIALS?

That depends. The core actions and directives must remain intact. These are:

1. **Lockout** "Get Inside. Lock Outside Doors"
2. **Lockdown** "Locks, Lights, Out of Sight"
3. **Evacuate** followed by the announced location
4. **Shelter** followed by the announced hazard and safety strategy

Some details may need to be customized to your location. For instance, the classroom poster should be modified to include hazards and safety strategies that are specific to your location.

ARE THE SOURCE MATERIALS AVAILABLE?

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed a "Notice of Intent" or a "Memorandum of Understanding" with The "I Love U Guys" Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 4.3 iWork '09.

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

No. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

CAN I REALLY USE THE MATERIALS? WHAT ABOUT COPYRIGHTS AND TRADEMARKS?

Schools, districts, departments, agencies and organizations are free to use the materials under the "Terms of Use" outlined in this document.

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

No. You really don't need to ask permission. But, it would be fabulous if you let us know that you're using our programs.

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

It is not necessary to sign an MOU with the Foundation. But, please consider it. The Foundation is committed to providing programs at no cost. Yet, program development, enhancement and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

DO I HAVE TO SEND A NOTICE OF INTENT?

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders.

DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRP?

We often speak with school safety stakeholders that have implemented the SRP, but hadn't quite mentioned it to us. Please, please, please let us know that your school, district, department or agency is using the SRP.

It is our goal that the SRP becomes the "Gold Standard." The more schools, districts, departments and agencies that we can show are using the program, the greater the chance for achieving our goal.

CAN I PUT OUR LOGO ON YOUR MATERIALS?

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with intended usage.

In some states we have co-branding agreements with "umbrella" organizations. (Often school district self insurance pools.) In those states we ask that you also include the umbrella organizations branding.

Please see <http://iloveguys.org/cobranding> for a list of current states and organizations.

WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.

Communication with your community is important. While you are free to place any material on your website, it's preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don't let that be a show stopper. If your IT group prefers, just copy the materials to your site.

DOES THE SRP WORK WITH "RUN, HIDE, FIGHT?"

In 2014, the Department of Education suggested "Run, Hide, Fight" as the preferred response to an active shooter. We don't believe the practice is mutually exclusive to the SRP. Again, consult with local law enforcement regarding your specific active shooter response.

There may be some challenges regarding training students using some of the "Run, Hide, Fight" materials available as of January 2015. The Department of Education suggests, "*These videos are not recommended for viewing by minors.*"

(Citation - Circa 2015: <http://rems.ed.gov/K12RespondToActiveShooter.aspx>)

DOES THE SRP WORK WITH A.L.I.C.E.?

Again, we don't believe that SRP and A.L.I.C.E. are mutually exclusive.

DOES THE SRP WORK WITH "AVOID, DENY, DEFEND?"

The SRP attempts to be an all-hazards approach to school based events. Of all of the active shooter responses, our determination is that "Avoid, Deny, Defend" from Texas State University has the best positioning, linguistics and actions.

<http://www.avoiddenydefend.org>

RED CARD / GREEN CARD / MED CARD / ROLL CARDS

Print-ready PDFs are available at <http://iloveguys.org>

RED/GREEN/MED/ROLL CARD

Provided are three different versions of the SRP visual status indicator cards. One should be placed with a student roster in the classroom. During an Evacuation from the classroom, teachers should bring both the SRP card and the roster to Evacuation Assembly point. Teachers should fold the card to indicate status of the class or group.

While three different versions are available, please select the one that fits your practices. The following pages represent the fronts and backs of each version of the SRP card.



If you have missing or extra students or other non medical assistance needs, fold sheet to Help/Red.



Shown here is the Red/Green/Med Card. A quick introduction to the SRP is included on the front of the page.



During an Evacuation Assembly, the card can be folded for a quick, visual demonstration of status.



If you need immediate medical assistance, fold sheet to Medical Help.



Take roll, if no missing or extra students and everything else is OK, fold sheet to OK/Green. On the back of the sheet are other options.



Note: There may be tactical concerns about using the card system as a classroom status indicator. (Sliding the card under the door.)

SRP suggests consulting with local law enforcement about suggested practice.

[illegible]

**LOCKS, LIGHTS,
OUT OF SIGHT**

- Move away from sight
- Maintain silence

- Lock classroom door
- Lights out

- Move away from sight
- Maintain silence

- Do not open the door
- Wait for first responders to arrive

open door

- Take roll, account for students



- Leave stuff behind
- Bring their phone

- Grab roll sheet if possible
- Lead students to evacuation

- Take roll, account for students
- Report problems at the evacuation assembly using this card.

SECURE THE PERIMETER
Students are trained to:

- Return to inside of

- Do business as usual

Teachers are trained to:

- Recover students and staff from outside building

- Increased situational awareness

- Take roll, account for students
- Do business as usual



Hazards might include:

- Tornado
- Hazmat

- Evacuate to shelter area
- Seal the room

- Appropriate hazards and safety strategies

- Appropriate hazards and safety strategies

- Take roll, account for students

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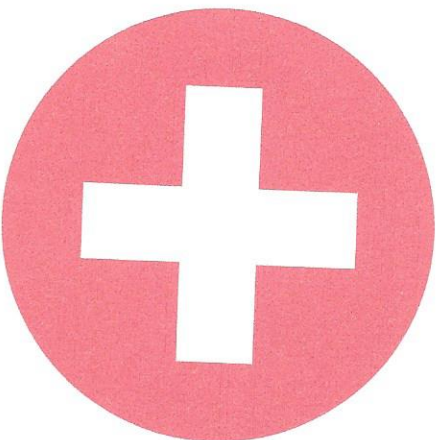
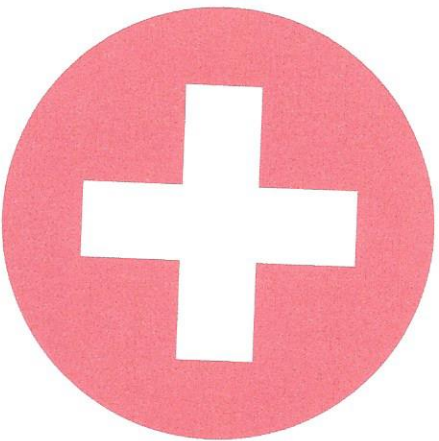
OK

HELP

OK

HELP

EMERGENCY MEDICAL HELP



MEDICAL HELP



STANDARD™ RESPONSE PROTOCOL

LOCKDOWN

LOCKS, LIGHTS,
OUT OF SIGHT

Students are trained to:

- Move away from sight
- Maintain silence

Teachers are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Wait for first responders to open door
- Take roll, account for students



EVACUATE TO THE ANNOUNCED LOCATION

Students are trained to:

- Leave stuff behind
- Bring their phone

Teachers are trained to:

- Grab roll sheet if possible
- Lead students to evacuation location
- Take roll, account for students
- Report problems at the evacuation assembly using this card.



LOCKOUT

SECURE THE PERIMETER
Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

- Recover students and staff from outside building
- Increased situational awareness
- Take roll, account for students
- Do business as usual



SHELTER

FOR A HAZARD USING
SAFETY STRATEGY

Hazards might include:

- Tornado
- Hazmat

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room

Students are trained in:

- Appropriate hazards and safety strategies

Teachers are trained in:

- Appropriate hazards and safety strategies
- Take roll, account for students



In the event of an evacuation, please take this card with you. To use this card during an Evacuation Assembly, fold along dotted lines so the appropriate message is outward facing.

OK

HEL

OK

HELP

TRY IT ALERT



STANDARD™ RESPONSE PROTOCOL

LOCKDOWN

LOCKS, LIGHTS,
OUT OF SIGHT

Students are trained to:

- Move away from sight
- Maintain silence

Teachers are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Wait for first responders to open door
- Take roll, account for students



EVACUATE TO THE ANNOUNCED LOCATION

Students are trained to:

- Leave stuff behind
- Bring their phone

Teachers are trained to:

- Grab roll sheet if possible
- Lead students to evacuation location
- Take roll, account for students
- Report problems at the evacuation assembly using this card.



LOCKOUT

SECURE THE PERIMETER
Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

- Recover students and staff from outside building
- Increased situational awareness
- Take roll, account for students
- Do business as usual



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Hazards might include:

- Tornado
- Hazmat

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room

Students are trained in:

- Appropriate hazards and safety strategies

Teachers are trained in:

- Appropriate hazards and safety strategies
- Take roll, account for students



In the event of an evacuation, please take this card with you. To use this card during an Evacuation Assembly, fold along dotted lines so the appropriate message is outward facing.

OK

HEL P

OK

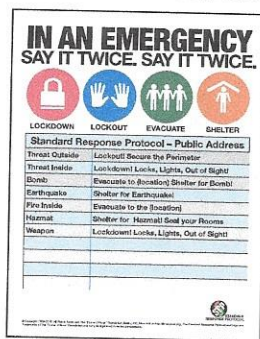
HEL P

APPENDIX B POSTERS AND HANDOUTS CLASSROOM POSTER



Placing Posters is an essential step in full implementation of the SRP. The classroom poster should be displayed in every classroom, near all entries, and near the entrances to cafeteria, auditorium and gym. The shelter hazards and safety strategies should be modified for local conditions.

PUBLIC ADDRESS POSTER



The Public Address Protocol Poster should be modified for the school's specific hazards and responses.

STUDENT PARENT HANDOUT TELL PARENTS HOW IT WORKS



The Student Parent Handout is another useful tool in implementing the SRP. Many districts request that their schools send a copy home with students at the beginning of the school year and again prior to any planned drill.

It is also not uncommon to include the handout as an electronic attachment to email newsletters or safety related announcements.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

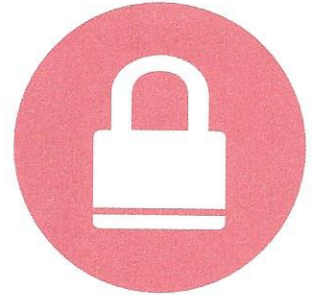
LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance



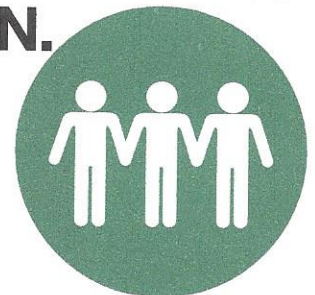
EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

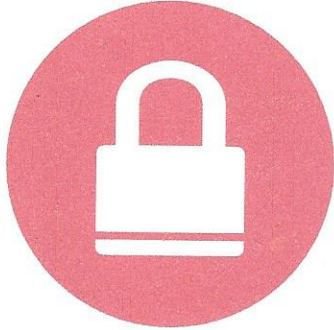
Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



IN AN EMERGENCY SAY IT TWICE. SAY IT TWICE.



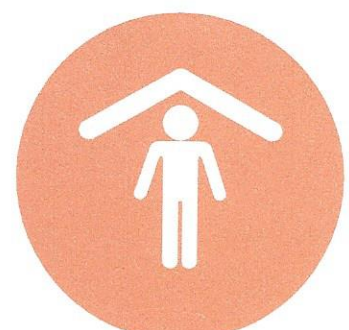
LOCKDOWN



LOCKOUT



EVACUATE



SHELTER

Standard Response Protocol – Public Address

Threat Outside	Lockout! Secure the Perimeter
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!





STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at
<http://iloveguys.org>

LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

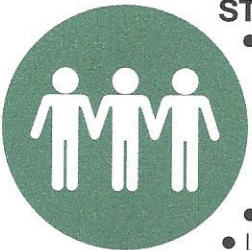
Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



APPENDIX C

NOTICES AND MEMORANDUMS OF UNDERSTANDING

NOTICE OF INTENT

Name of School District (School District)

Standard Response Protocol (SRP)

Notice of Intent (MOU) to

The "I Love U Guys" Foundation (The Foundation)

PROGRAM DESCRIPTION

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a Directive. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

The "Term of Art" **Lockout** is followed by the Directive "**Get Inside. Lock Outside Doors**". The action associated with Lockout is to bring participants into the School Building and secures the building's outside perimeter by locking appropriate windows, doors or other access points.

The "Term of Art" **Lockdown** is followed by the Directive "**Locks, Lights, Out of Sight**". The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

The "Term of Art" **Evacuate** is followed by the Directive "**To a Location**" (Where Location is announced.) The action associated with Evacuate is to move students and staff from one location to another.

The "Term of Art" **Shelter** is followed by the "**Hazard and Safety Strategy**" (Where Hazard may include: tornado, hazmat, bomb, tsunami, etc. Safety Strategy may include: seal the room, evacuate to shelter area, drop, cover and hold.) The action associated with Shelter is dependent on the stated Hazard and Safety Strategy.

COMMUNICATION

Communication between School District and The Foundation may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic means utilizing electronic mail, facsimile or other electronic text communications.

PURPOSE

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers and staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

AGREEMENT BY SCHOOL DISTRICT

School District intends to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.

MEMORANDUM TERM

This Memorandum is effective until terminated, for all schools in the School District.

TERMINATION

School District may terminate this Memorandum of Understanding via Written or Electronic notification at any time. Upon termination School District will cease use of any materials provided by The Foundation.

Name of School District

Address

City/State/Zip

Superintendent

Date

The "I Love U Guys" Foundation

PO Box 1230

Bailey, Colorado 80421

Executive Director

Date

MOU WITH THE "I LOVE U GUYS" FOUNDATION

Name of School District (School District)

Standard Response Protocol (SRP)

Memorandum of Understanding (MOU) with

The "I Love U Guys" Foundation (The Foundation)

PROGRAM DESCRIPTION

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a Directive. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

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AGREEMENT BY SCHOOL DISTRICT

1. School District agrees to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.
2. School District agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Foundation and other department, district or agency SRP Liaisons.
3. School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.
4. School District agrees to provide Law Enforcement Agencies having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. School District agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. School District agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. School District agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. School District agrees to provide students with training on the SRP at least once per school year.
9. School District agrees to provide staff with training on the SRP at least once per school year.
10. School District agrees to drill each action.
11. School District agrees to provide parents with either printed material or notice of online availability of material at <http://www.iloveuguy.org>.
12. School District is responsible for physical material production of any online resources provided by The Foundation. The School District is not required to utilize printing services provided by The Foundation for production of support materials.

13. School District will provide The Foundation with 1 representative copy of printed or electronic materials produced from online materials provided by The Foundation.
14. School District will engage in a best effort to provide The Foundation with contact information for other agencies, departments, services, schools participating with the School District regarding the SRP.

AGREEMENT BY THE "I LOVE U GUYS" FOUNDATION

1. The Foundation agrees to host training materials on the Website available publicly at the Uniform Resource Locator <http://iloveuguy.org>
2. The Foundation agrees to provide implementation, support and training materials online at no additional charge for recognized organizations.
3. The Foundation agrees to provide implementation, support and training materials online to Law Enforcement Agencies at no charge to the Agency.
4. The Foundation agrees to provide implementation, support and training materials online to Fire Departments at no charge to the Department.
5. The Foundation agrees to provide implementation, support and training materials online to Emergency Medical Services at no charge to the Service.
6. The Foundation agrees to provide implementation, support and training materials online to County and/or City Emergency Managers at no charge to the County or City.
7. The Foundation provides training and certification opportunities online and in various locations around the United States at reasonable cost. School District is under no obligation to utilize training sessions or certification programs.
8. The Foundation will notify the SRP Liaison via Written or Electronic communications in the event of new or updated materials available on the Website.
9. The Foundation will maintain a record of all Written or Electronic communication with the School District.

MEMORANDUM TERM

This Memorandum is effective until terminated, for all schools in the School District.

TERMINATION

School District may terminate this Memorandum of Understanding via Written or Electronic notification at any time. Upon termination School District will cease use of any materials provided by The Foundation.

Name of School District

Address
City/State/Zip

Superintendent

Date

The "I Love U Guys" Foundation

PO Box 1230
Bailey, Colorado 80421

Executive Director

Date

SAMPLE MOU OR ADDENDUM WITH LAW ENFORCEMENT/FIRE/EMS

Name of School District (School District)

Standard Response Protocol (SRP)

Memorandum of Understanding (MOU) with

Name of Law/Fire/Medical Agency (Agency)

PROGRAM DESCRIPTION

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a Directive. Execution of the action is performed by active participants, including Students, Staff, Teachers and First Responders.

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The "Term of Art" **Shelter** is followed by the **"Hazard and Safety Strategy"** (Where Hazard may include: tornado, hazmat, bomb, tsunami, etc. Safety Strategy may include: seal the room, evacuate to shelter area, drop, cover and hold.) The action associated with Shelter is dependent on the stated Hazard and Safety Strategy.

COMMUNICATION

Communication between School District and The Agency may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic means utilizing electronic mail, facsimile or other electronic text communications.

PURPOSE

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

AGREEMENT BY SCHOOL DISTRICT

1. School District agrees to incorporate SRP in the official written safety plans of all schools in district, either in the body or as an addendum or amendment.
2. School District agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department, district or agency SRP Liaisons.
3. School District agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.
4. School District agrees to provide Law Enforcement Agencies having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. School District agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. School District agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. School District agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. School District agrees to provide students with training on the SRP at least once per school year.
9. School District agrees to provide staff with training on the SRP at least once per school year.
10. School District agrees to drill each action at a minimum of twice per school year per action.

AGREEMENT BY NAME OF LAW/FIRE/MEDICAL

1. The Agency agrees to incorporate SRP in the official written response plans of all schools in district, either in the body or as an addendum or amendment.

2. The Agency agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department, district or agency SRP Liaisons.
3. The Agency agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.
4. The Agency agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. The Agency agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. The Agency agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. The Agency agrees to train dispatch personnel in The Standard Response Protocol.
8. The Agency agrees to train School Resource Officers in The Standard Response Protocol.
9. The Agency agrees to train other appropriate personnel in The Standard Response Protocol.

MEMORANDUM TERM

This Memorandum is effective until terminated, for all schools in the School District.

TERMINATION

School District or Agency may terminate this Memorandum of Understanding via Written or Electronic notification at any time.

Name of School District

Address
City/State/Zip

Superintendent

Date

Name of Law/Fire/Medical

Address
City/State/Zip

Resource

Date



COVID-19

STUDENT & STAFF QUARANTINE/ISOLATION FLOW CHARTS - JANUARY 2022

Kern County
**Superintendent
of Schools**
...advocates for children



***FOR INTERNAL SCHOOL DISTRICT USE ONLY ***

TREE 1: STUDENT OR STAFF WITH SYMPTOMS

Student or staff has any of the following NEW symptoms with no known exposures:

Fever or chills
Cough
Shortness of breath
Difficulty breathing
Fatigue
Muscle or body aches

Headache
New loss of taste or smell
Sore throat
Congestion or runny nose
Nausea or vomiting
Diarrhea

EXCLUDE FROM SCHOOL

THREE OPTIONS...

1

COVID TEST

OR

2

Receive non-covid diagnosis from a health care provider.

OR

3

If no COVID test or non-COVID diagnosis from health care provider,
may return to school on **Day 11**
after symptom onset if at least 24
hours have passed since fever and
symptoms have improved significantly.

POSITIVE TEST

NEGATIVE TEST

ISOLATE

Individual must isolate at home. May return to school as early as **Day 6** after symptom onset with a negative test result collected on Day 5 or later, symptom improvement, and no fever.

*Must follow all recommended non-pharmaceutical interventions (e.g. wearing a well fitted face mask, especially in indoor settings, hand washing, avoiding crowds) through day 10. If a person chooses not to test, standard quarantine is 10 days returning with no symptoms and standard isolation is 10 days returning with symptom improvement.

RETURN TO SCHOOL

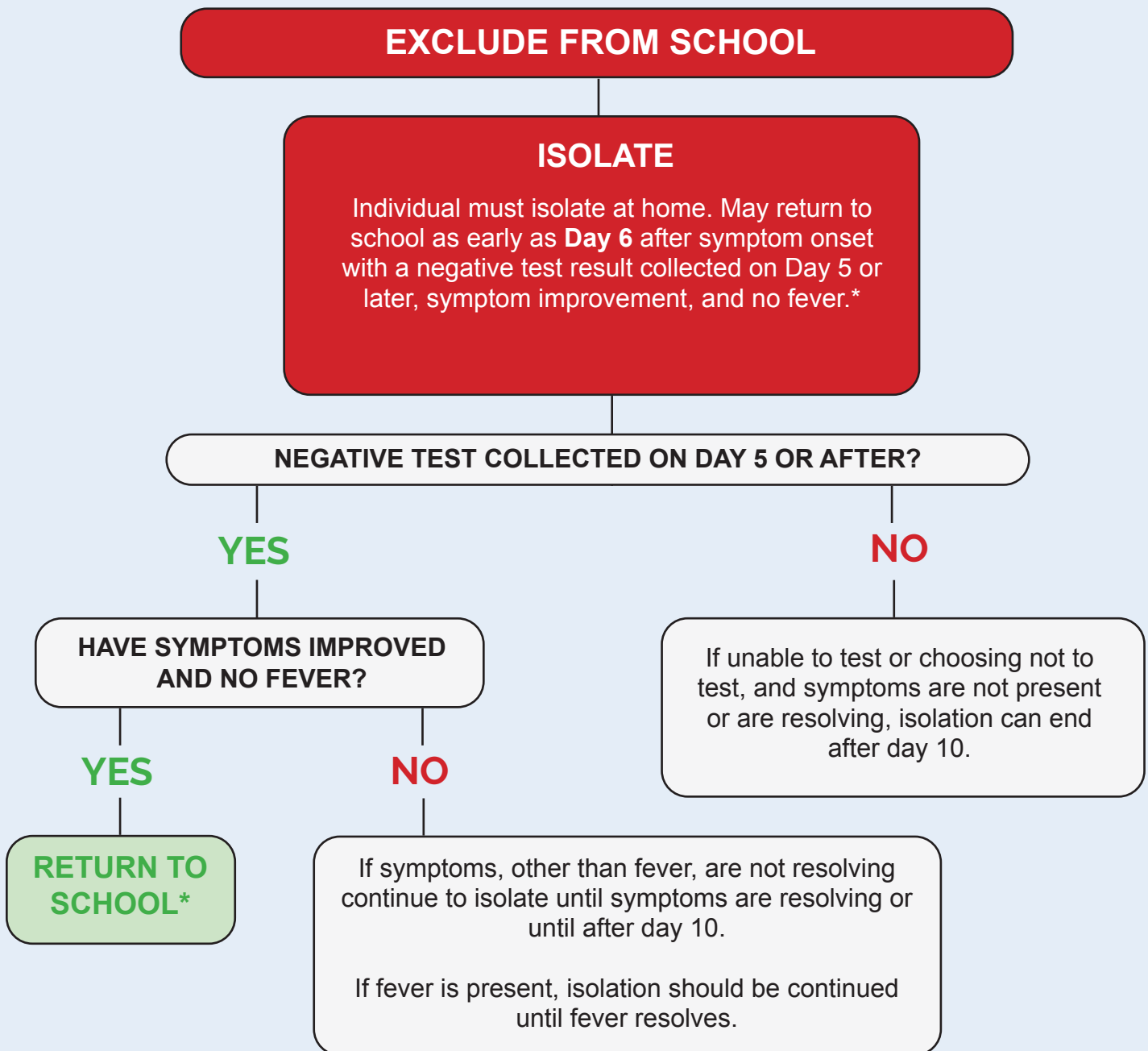
May return to school if at least 24 hours have passed since fever and symptoms have improved significantly.

BEGIN CONTACT TRACING

Identify all close contacts in the school setting and report using the provided spreadsheet and email to the following:

devlinm@kerncounty.com
and **jomendiburu@kern.org**

TREE 2: STUDENT OR STAFF WITH A POSITIVE TEST



*Must follow all recommended non-pharmaceutical interventions (e.g. wearing a well fitted face mask, especially in indoor settings, hand washing, avoiding crowds) through day 10. If a person chooses not to test, standard quarantine is 10 days returning with no symptoms and standard isolation is 10 days returning with symptom improvement.

TREE 3: POSITIVE CASE AT SCHOOL

INDIVIDUAL CONTACT TRACING (students only)

POSITIVE PERSON AT SCHOOL

Was the **positive person** within 6 feet of any student for a period that adds up to 15 minutes or more over a 24-hour period?

NO

No close contacts identified. No action needed.

YES

WAS THE CLOSE CONTACT FULLY VACCINATED?

Or have had COVID-19 in the past 90 days?

YES

IS THIS STUDENT SYMPTOMATIC?

YES

ISOLATE

Individual must isolate at home. May return to school site as early as Day 6 after symptom onset with a negative test result collected on Day 5 or later, symptom improvement, and no fever. *

NO

RETURN TO SCHOOL

May return to campus. Testing recommended.

NO

Were the positive case and the exposed student **BOTH** wearing masks?

YES

IN-SCHOOL MODIFIED QUARANTINE

Student may continue in-person instruction if asymptomatic. Test 2x per week for 10 days after exposure. No extracurricular activities during 10 days. Quarantine can end after 5 days with a negative test result.

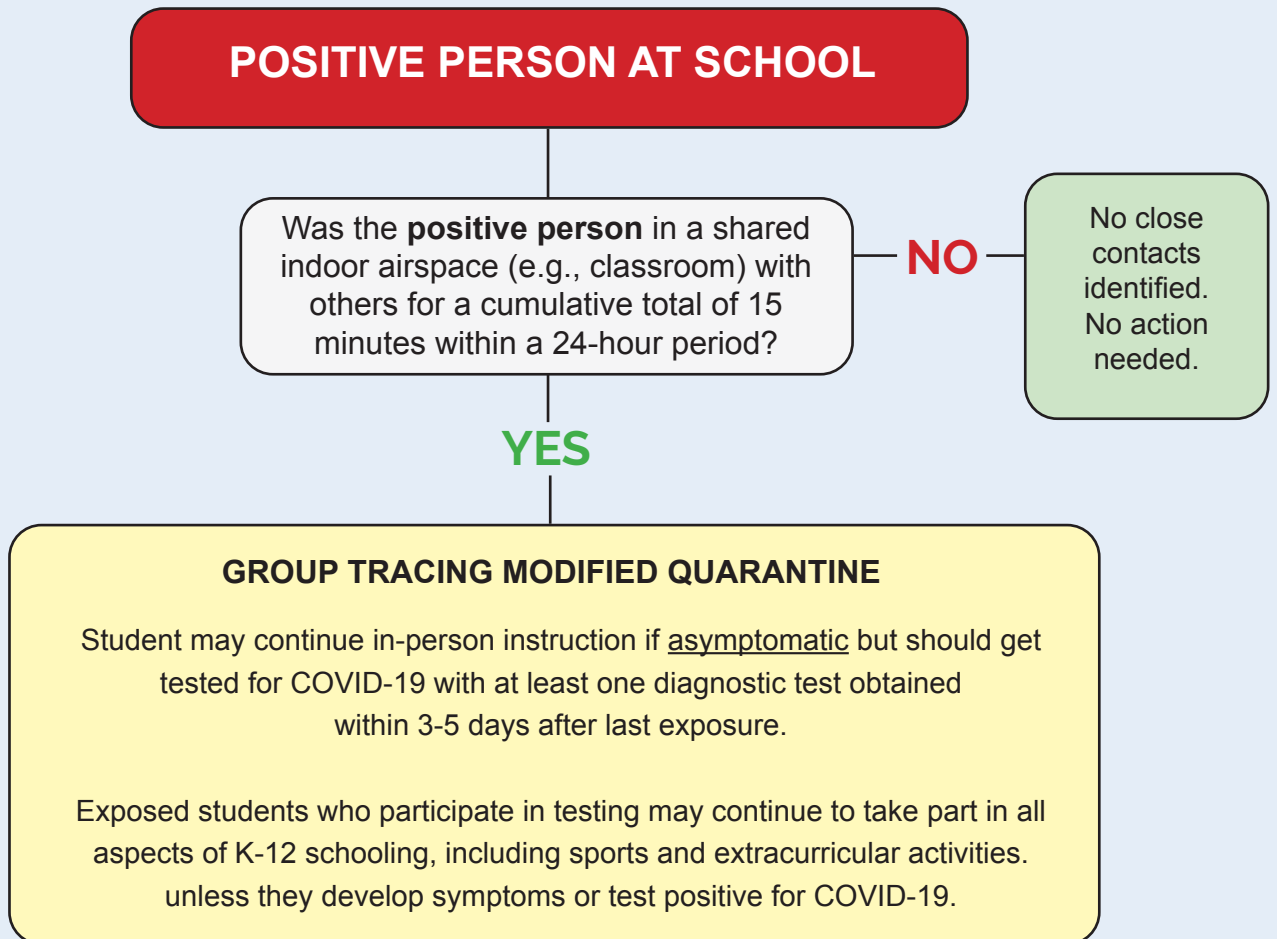
NO

QUARANTINE

Individual must quarantine at home. May return to school site as early as Day 6 after exposure with a negative test result collected on Day 5 or later, symptom improvement, and no fever. *

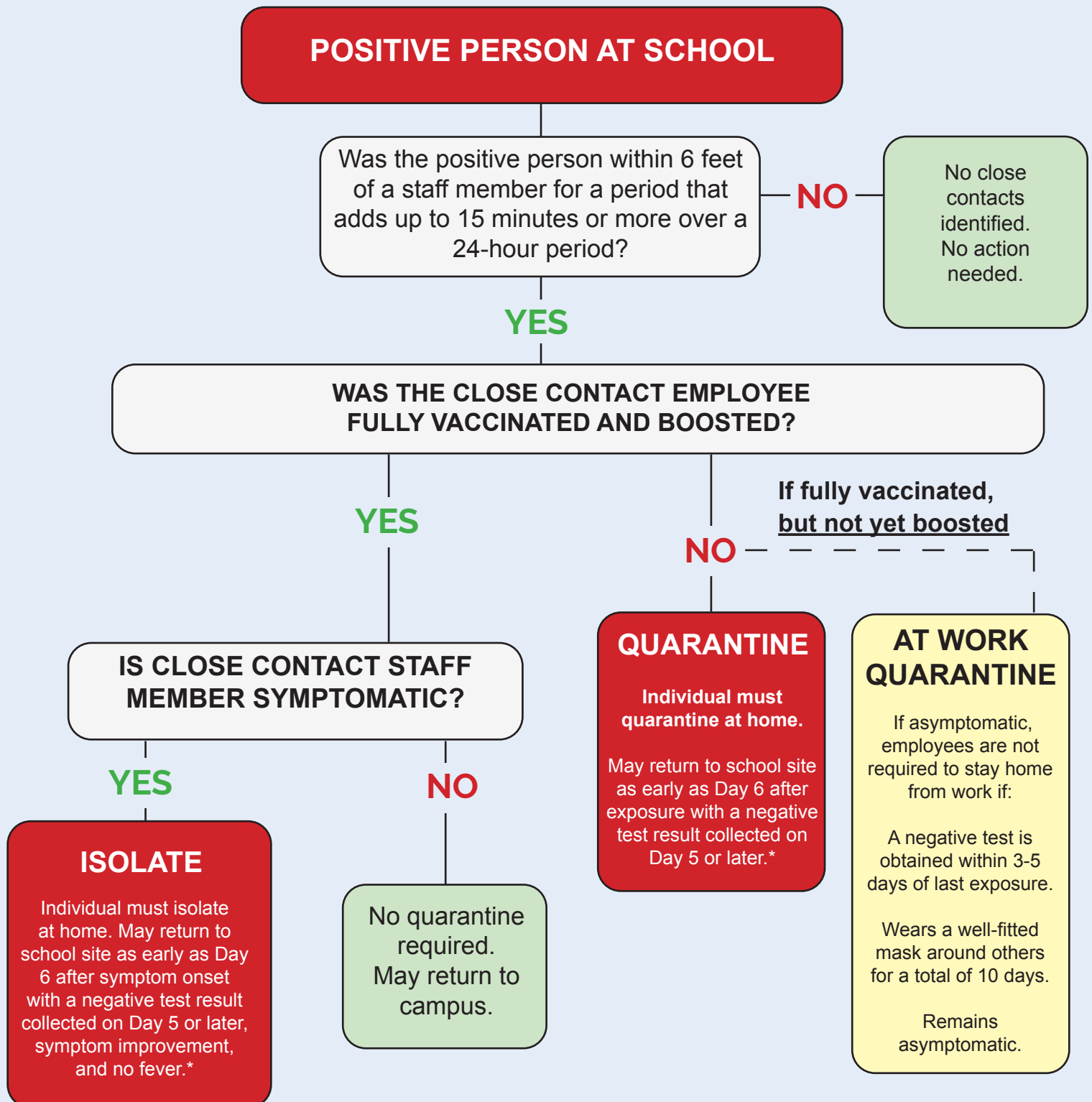
*Must follow all recommended non-pharmaceutical interventions (e.g. wearing a well fitted face mask, especially in indoor settings, hand washing, avoiding crowds) through day 10. If a person chooses not to test, standard quarantine is 10 days returning with no symptoms and standard isolation is 10 days returning with symptom improvement.

TREE 4:
POSITIVE CASE AT SCHOOL
GROUP CONTACT TRACING (students only*)



* Exposed students, regardless of COVID-19 vaccination status.

TREE 5: POSITIVE CASE AT SCHOOL FOR STAFF ONLY



*Must follow all recommended non-pharmaceutical interventions (e.g. wearing a well fitted face mask, especially in indoor settings, hand washing, avoiding crowds) through day 10. If a person chooses not to test, standard quarantine is 10 days returning with no symptoms and standard isolation is 10 days returning with symptom improvement.

TREE 6: IN-HOME EXPOSURE STUDENT OR EMPLOYEE

EXPOSURE TO COVID CASE WITH SOMEONE YOU LIVE WITH

**FOR STUDENTS: WAS THE CLOSE CONTACT STUDENT FULLY VACCINATED OR
HAS HAD COVID IN THE PAST 90 DAYS?**

- OR -

**FOR EMPLOYEES: WAS THE CLOSE CONTACT EMPLOYEE FULLY
VACCINATED AND BOOSTED?**

YES

SYMPTOMATIC?

NO

No quarantine
required.

May return to
school.

YES

ISOLATE

Individual must
isolate at home.
May return to school
site as early as Day
6 after symptom
onset with a
negative test result
collected on Day 5
or later, symptom
improvement,
and no fever.*

ISOLATE

Individual must isolate
at home. May return to
school site as early as
Day 6 after symptom
onset with a negative
test result collected on
Day 5 or later, symptom
improvement,
and no fever.*

NO

SYMPTOMATIC?

YES

NO

**Is ongoing close contact between the positive
case and others in the household occurring?**

NO

QUARANTINE

Individual must quarantine at home.

May return to school site as early as Day
6 after exposure with a negative test result
collected on Day 5 or later.*

YES

DELAYED QUARANTINE

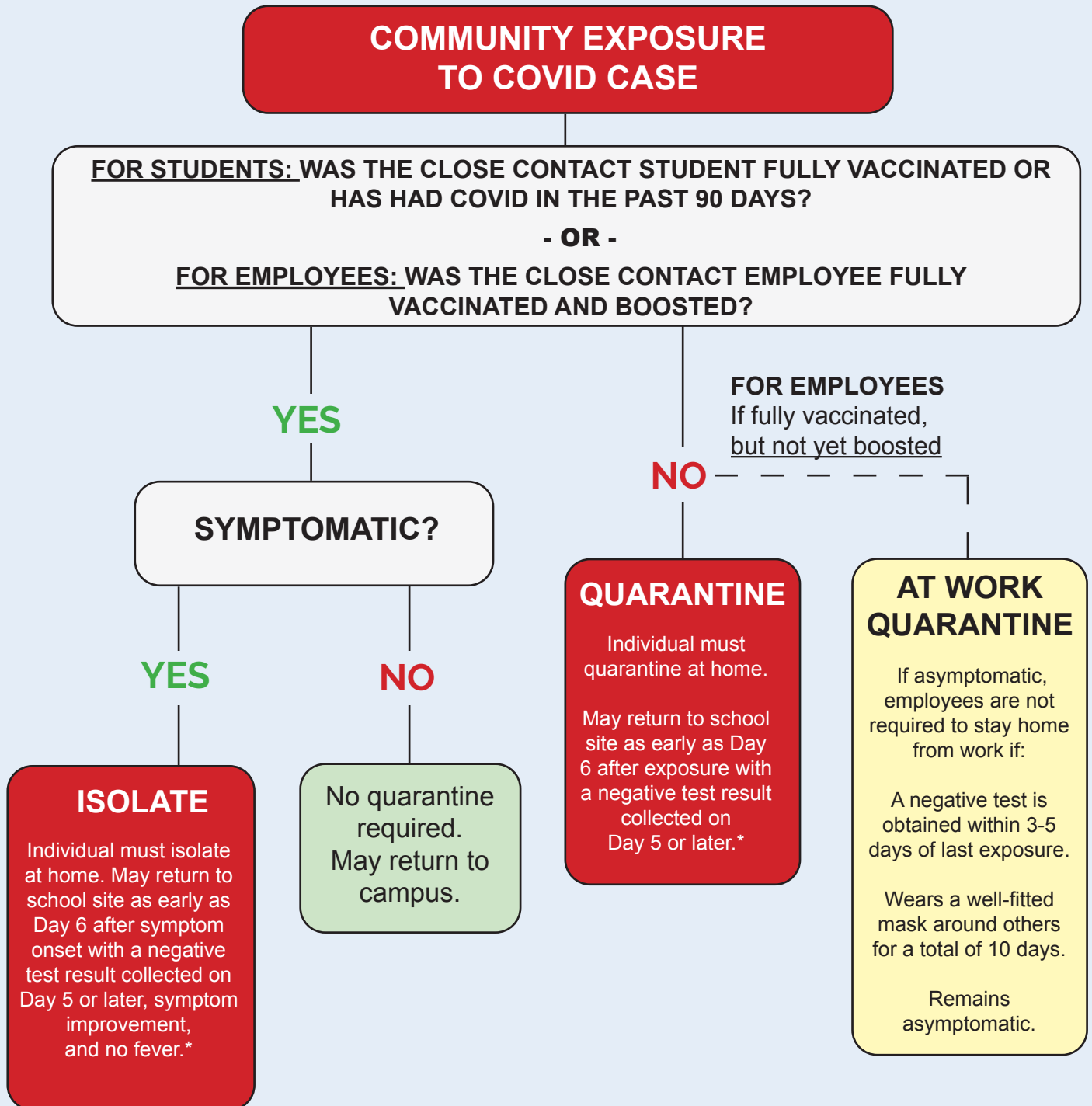
Quarantine the close contact for the duration of the
in-home positive case's isolation.

-THEN-

Individual must quarantine at home for an additional 5 days
minimum. May return to school site as early as Day 6 after
exposure with a negative test result collected
on Day 5 or later.*

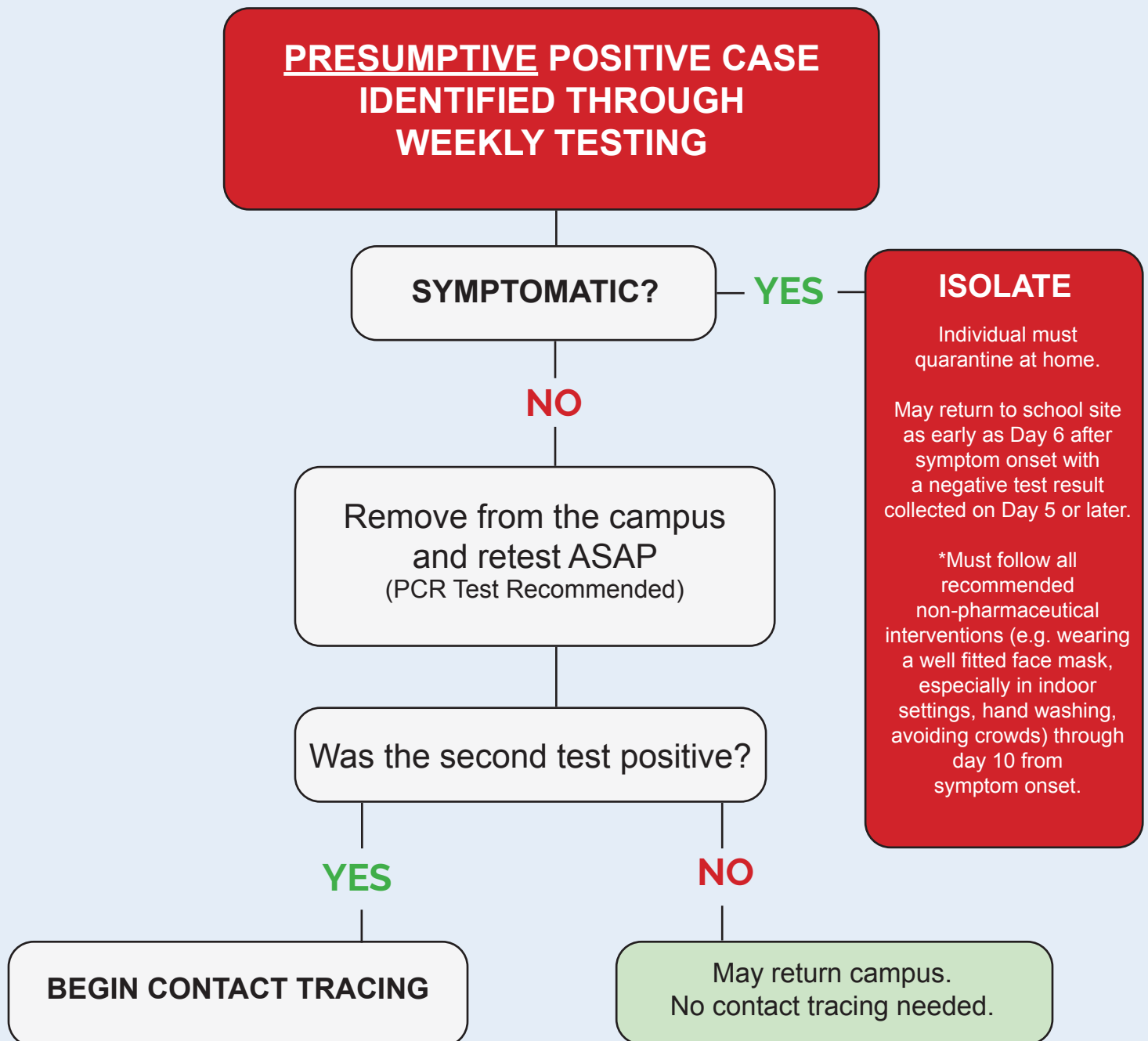
*Must follow all recommended non-pharmaceutical interventions (e.g. wearing a well fitted face mask, especially in indoor settings, hand washing, avoiding crowds) through day 10. If a person chooses not to test, standard quarantine is 10 days returning with no symptoms and standard isolation is 10 days returning with symptom improvement.

TREE 7: IN-COMMUNITY EXPOSURE STUDENT OR EMPLOYEE



*Must follow all recommended non-pharmaceutical interventions (e.g. wearing a well fitted face mask, especially in indoor settings, hand washing, avoiding crowds) through day 10. If a person chooses not to test, standard quarantine is 10 days returning with no symptoms and standard isolation is 10 days returning with symptom improvement.

TREE 8:
PRESUMPTIVE POSITIVE CASE
STUDENT OR EMPLOYEE



UPDATED GUIDANCE AS OF JANUARY 12, 2022

MASKING <ul style="list-style-type: none"> Universal Masking Indoors in all district facilities, whether others are present or not Masks are not required outdoors however, the district is asking all staff and students to mask in areas where others are present 	TRAVEL <ul style="list-style-type: none"> No restrictions either domestic or international Recommend testing 3-5 days after return from out of state or out of country
GROUP VS CONTACT TRACING <ul style="list-style-type: none"> There is a new option for group tracing which requires significant testing The district will continue with targeted contact tracing as test kits are not available in the quantities needed for group tracing at this time. To be revisited Exposure notification will be given and close contact notification provided in addition. 	SCHOOL CLOSURE <ul style="list-style-type: none"> The foundational principle of state guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. Any days of closure would require (in order of possibility): <ul style="list-style-type: none"> *independent study for small or large groups of students following state requirements *days to be made up to ensure 180 regular days - the additional 5 already in place would not be taken into account *a J13 waiver due to inability to staff schools
PHYSICAL DISTANCING / STABLE GROUPS <ul style="list-style-type: none"> Physical distancing is not required but is recommended and the district will continue to do as much through zoom/teams/stable groups/ and distancing as space allows in all contexts. 	OSHA REQUIREMENTS <ul style="list-style-type: none"> Follow written COVID Prevention Plan – updated for January 18, 2022 board meeting Investigate and respond to COVID-19 cases in the workplace Provide notice of exposure to staff and union representative Make COVID-19 testing available at no cost during paid time.
DEFINITION OF FULLY VACCINATED (2 definitions) <ul style="list-style-type: none"> Staff without 1 Johnson and Johnson or 2 Phizer or Moderna must test Once per week - district COLOR testing is available for this Diagnostic Screening requirement (staff do not need a Booster for this category) HOWEVER: <ul style="list-style-type: none"> Staff and students without a BOOSTER are not considered fully vaccinated when it comes to COVID-19 exposure and will be fall into the unvaccinated protocols and quarantine requirements <p style="color: red;">Staff are to update COVID vaccination verification each time vaccination status changes (vaccination/booster)</p>	TESTING POSITIVE REGARDLESS OF VACCINATION STATUS <ul style="list-style-type: none"> Stay home for at least 5 days Isolation can end after Day 5 if symptoms are not present AND a diagnostic test collected on Day 5 or later tests negative - a well fitting mask must be work around others for a total of 10 days If unable to test or symptoms not resolving isolation can end after Day 10 Antigen test preferred – if staff or students are positive the district will provide you with a test to use on Day 5 to determine ability to return.
PERSONS EXPOSED – Unvaccinated or Booster Eligible <ul style="list-style-type: none"> Stay home for at least 5 days after last contact Test Day 5 Quarantine can end after Day 5 if symptoms not present AND a diagnostic is negative If unable to test or choosing not to test, quarantine can end after Day 10 	PERSONS EXPOSED -NOT REQUIRING QUARANTINE Boosted or Vaccinated but not yet Booster eligible <ul style="list-style-type: none"> Test on Day 5 Wear a well fitting mask around others for 10 days If symptoms develop stay home
WORKPLACE EXPOSURE EXCEPTION FOR STAFF Not required to stay home if a negative test result obtained within 3-5 days after exposure, no symptoms, and masking	Exposed persons whether vaccinated or not should test as soon as possible – we can provide a rapid test at work

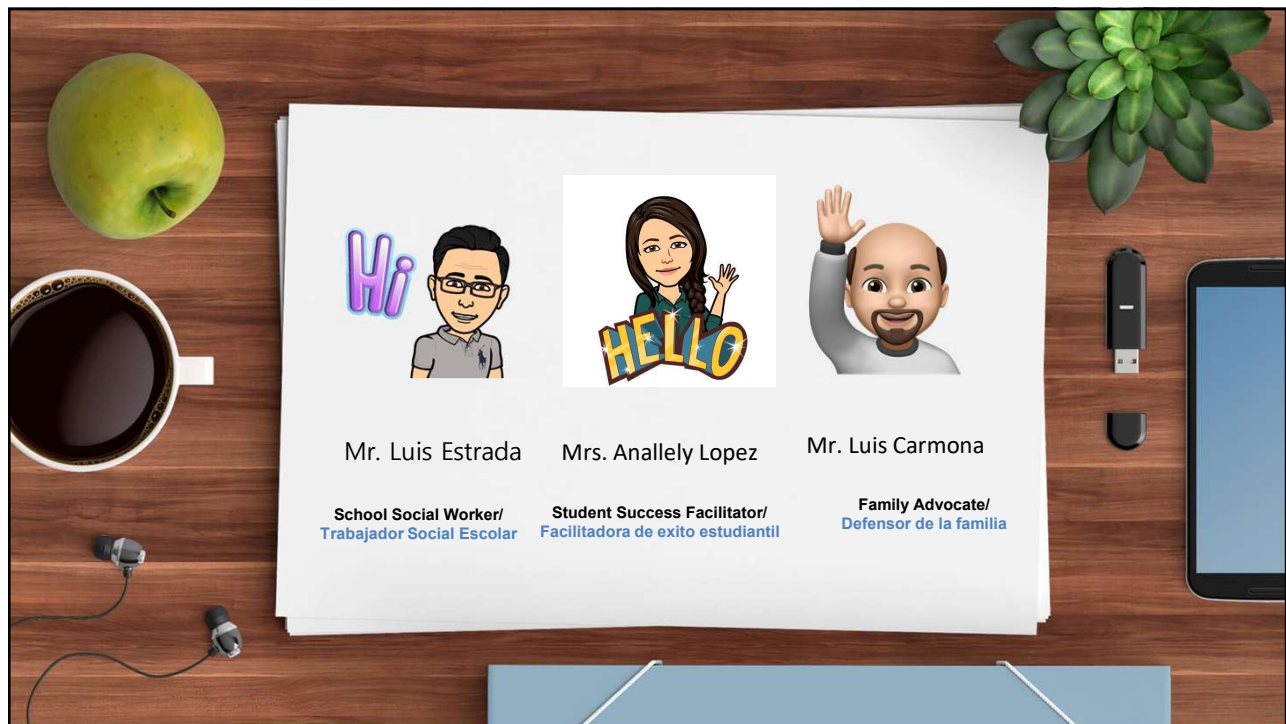


1



2

2



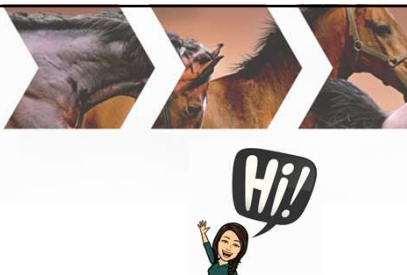
3

Agenda

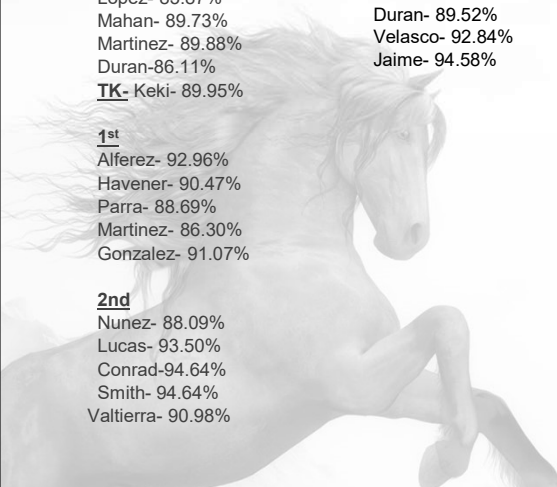
- **School Attendance**
Asistencia Escolar
- **Upcoming Parent Workshops**
Talleres de Padres
- **Family Resource Center**
Centro de Recursos de Familia
- **School Highlights**
Reflecciones Escolares
- **School Safety Plan input**
Sugerencias para el plan de seguridad escolar
- **Calendar Announcements**
Anuncios del Calendario

4

Attendance for the month of October by teacher
Asistencia para el mes de octubre por profesor



<u>Kindergarten</u> Tremaine- 85.14% Lopez- 83.87% Mahan- 89.73% Martinez- 89.88% Duran-86.11% <u>TK-</u> Keki- 89.95%	<u>3rd</u> Robles- 91.38% Handle- 95.62% Duran- 89.52% Velasco- 92.84% Jaime- 94.58%	<u>5th</u> Horton- 91.00% Nisser- 94.68% Navarro- 94.74% Perez- 96.28% Leyva- 94.04%
<u>1st</u> Alferez- 92.96% Havener- 90.47% Parra- 88.69% Martinez- 86.30% Gonzalez- 91.07%		<u>6th</u> Harlan- 92.11% Moya- 92.12% Shanley- 91.83% Reyes- 95.03% Heckman- 92.06%
<u>2nd</u> Nunez- 88.09% Lucas- 93.50% Conrad-94.64% Smith- 94.64% Valtierra- 90.98%		<u>4th</u> Salcedo- 92.51% Martinez- 91.88% Leon- 89.48% Galicia- 97.40% Robles- 93.65%



5

Thanksgiving break is from
 November 22-November 19
 Students return November 29

Winter Break is from
 December 20-January 7th
 Students return January 10th

- ❖ If you decided to take your student
- ❖ on vacation out of the country,
 you are required to quarantine for 10 days.

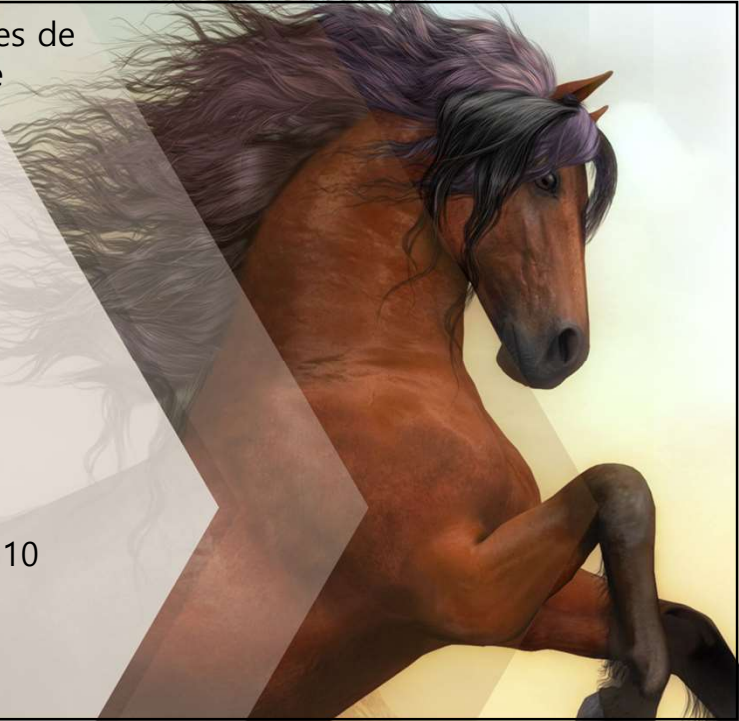


6

El descanso de Acción de Gracias es de 22 de noviembre-19 de noviembre
Los estudiantes regresan el 29 de noviembre

Las vacaciones de invierno son de 20 de diciembre-7 de enero
Los estudiantes regresan el 10 de enero

Si decidiste llevar a tu estudiante de vacaciones fuera del país, debe estar en cuarentena durante 10 días



7

Upcoming Workshops/Talleres

- **Nutrition Classes** presented by CalFresh and CAPK.
 - Nov. 30th through Dec. 9th on Tuesdays and Thursdays, (4 classes).
 - ENG from 3-4pm and SPAN from 4-5pm.
 - Check for link on Parent Square.
-
- **Clases de Nutrición** presentadas por CalFresh y CAPK.
 - 30 de Noviembre al 9 de diciembre los martes y Jueves, (4 clases).
 - ENG de 15h a 16h y SPAN de 16h a 17h.
 - Verifique el enlace en Parent Square



Save The Date
Workshop Wednesday:
Brought to you by: The School Social Workers
Plan, Shop, Save, & Cook



Learn how to plan meals for your family, how to write a shopping list, and tips to help plan meals using low-cost recipes

Plan, Shop, Save, & Cook
classes via Zoom

<p>English Session Nov. 30 – Dec. 9, 2021 Tuesdays & Thursdays 3:00 PM – 4:00 PM</p>	<p>Spanish Session Nov. 30 – Dec. 9, 2021 Tuesdays & Thursdays 3:00 PM – 4:00 PM</p>
--	--

Presented by:

Join Us!
Click on the Zoom link 5 minutes before the workshop

8

November/December Events/ Eventos de Noviembre y Diciembre

- **Gratitude Week**-November 15th-19th.
- **United Farm Workers (UFW) Workshop**-November 17th.
- **Holly Jolly Spirit Week**-December 13th-17th.
- **Semana de la Gratiitud:** del 15 al 19 de Noviembre.
- **Taller de Trabajadores Agrícolas Unidas (UFW)** -17 de Noviembre.
- **Holly Jolly Spirit Week:** del 13 al 17 de Diciembre.

~gratitude~



9

Contact Info/Dato's de Contacto



Office/Work (661) 854-6661
ext. 206

Google Text (661) 379-7308

EM: lestrada@arvin-do.com
M-F (7:30-4:00 pm)

10




Family Resource Center


Centro de Recursos de Familia

Monday-Thursday/*Lunes a Jueves:*
7:30am – 4:00pm

Friday/*Viernes:*
7:30am – 3:30pm

Phone: (661) 854-6525

11



School Highlights

Reflejos Escolares

12

School Highlights/ Reflejos Escolares

- *i-ready Diagnostic #2*
 - *Trimester 1 Recognitions (Proficiency, Top 5)*
 - *Academic All-Stars*
 - *Battle of Books Book Club for 4th through 6th*
 - *Fieldtrips*
 - *Mustang Store*
-
- *Diagnóstico n. ° 2 de i-ready*
 - *Reconocimientos del primer trimestre (competencia, top 5)*
 - *Estrellas académicas*
 - *Club de lectura Batalla de los libros del cuarto al sexto lugar*
 - *Paseos*
 - *Tienda de Mustangs*

13

School Safety Plan/ Plan de Seguridad Escolar

Staff Information/ Supplies

- ▶ Each Classroom has a black **Disaster kit** with food and **supplies** and sanitary kits- **new kits being purchased by district office**
- ▶ **Classroom Emergency Folder**-Teacher Responsibilities, Drill procedures, student roster, Incident Command System, staff phone numbers (phone tree), evacuation maps, and procedures
- ▶ Staff members listed on **Incident Command System**- folders with roles provided/extra folder with roles in office
- ▶ Teachers have **vests** that represent Ok (green) o Help (orange)
- ▶ COVID PPE supplies for staff and studnets



Drills and Procedures

- ▶ Standard Response Protocol Drills
- ▶ Monthly drills: Fire Drills
- ▶ Trimester: Earthquake & Lockdown Drills (social distance in place)
- ▶ Participated in the Great CA **ShakeOut**- 10-15-21 at 10:15 a.m.
- ▶ After drills, office staff debriefs to discuss drills and procedures- email sent out to staff
- ▶ Evacuation Drill TBD
- ▶ AED Drill Trimester 3
- ▶ COVID Safety measures in place



14

School Safety Plan/ Plan de Seguridad Escolar

Physical Safety of Students and Staff

- ▶ **Gated** campus with one point of student entry/exit monitored by staff.
- ▶ All visitors sign in with **Raptor System** for access to campus during school hours- visitor's badge.
- ▶ Lead Custodian trains MOT crew and office staff where to **turn valves off- water/gas/electricity**
- ▶ **Drills** are conducted on a monthly/Trimester Basis.
- ▶ **Staff Safety meetings** held to discuss updates and suggestions. Example: teacher feedback from recent staff meeting
- ▶ **COVID safety protocols**
- ▶ **Crossing guards** are available at crosswalk area
- ▶ **SSA-** signed up for **Kindergarden** Walk, Valet drop off, and help monitor hallways- when campus reopens
- ▶ An **evacuation map** with specific info. identifies appropriate routes for exit in the event of an emergency
- ▶ Computers, email, an alarm system, and phones in rooms provide security and ease of **communication**
- ▶ Classroom **doors** are **kept locked** at all times
- ▶ **Staff required to call 911**, call lockdown if first witness

15

Questions/Comments/
Suggestions?

¿Preguntas/Comentarios/
Sugerencias?



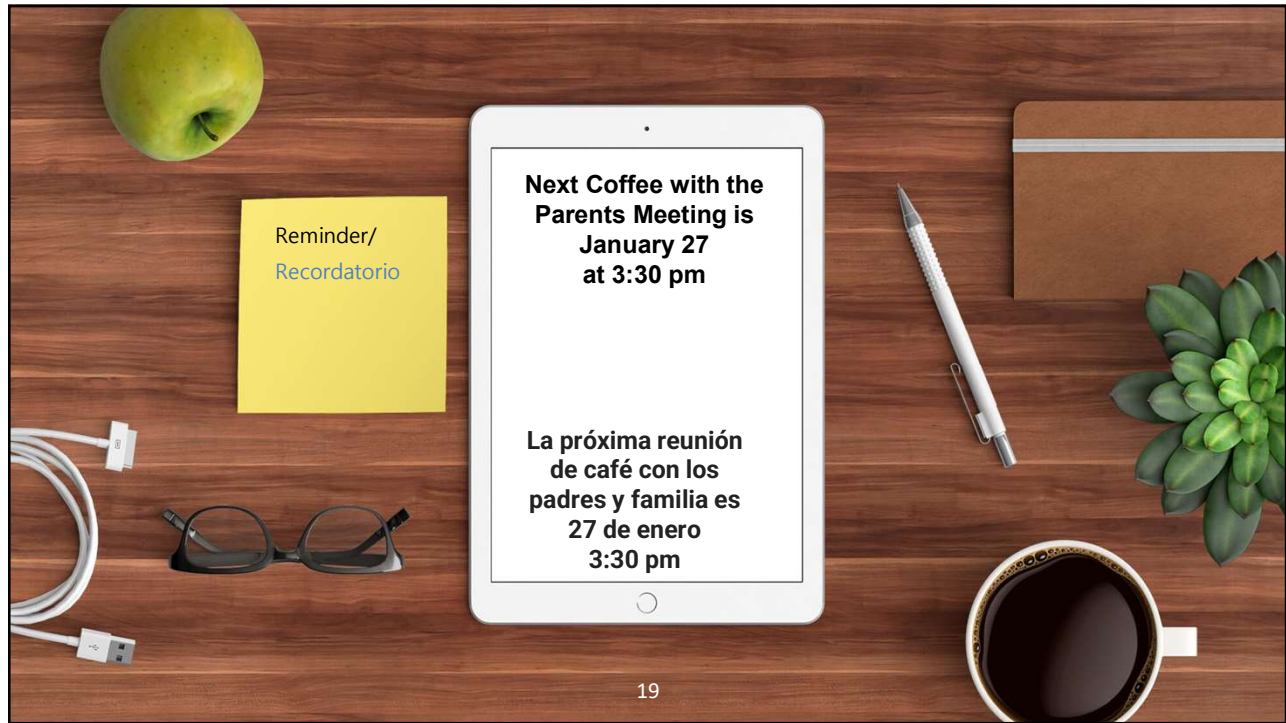
16

<p align="center">Board mtg./Thanksgiving Break Reunion de la Mesa Directiva/ Semana de vacaciones del día de Gracias</p> <p align="center">Next Board Meeting/ Próxima Reunión de la Mesa Directiva 12/14 6 pm (zoom)</p> <p align="center">Minimum day/Día Mínimo 11/19/21- 12:10 pm</p> <p align="center">Thanksgiving Break Semana de vacaciones de Acción de Gracias 11/22/21-11/26/21</p>
--

17

Future Dates/ Reuniones Futuras	
<p align="center">Next ELAC Meeting/ Próxima Reunión del Concilio de Aprendices de Inglés 1/25/22 @ 8:30 am Zoom</p> <p align="center">Next DELAC Meeting/ Próxima Reunión del Concilio del distrito de Aprendices de Inglés 12/8/21 @ 3:30 pm Zoom</p>	<p align="center">Next SSC Meeting/ Próxima Reunión del Concilio Escolar 1/25/22 @ 2:30 pm Zoom</p> <p align="center">Next DAC Meeting/ Próxima Reunión del Concilio del Distrito 12/8/21 @ 9:00 am Zoom</p>

18

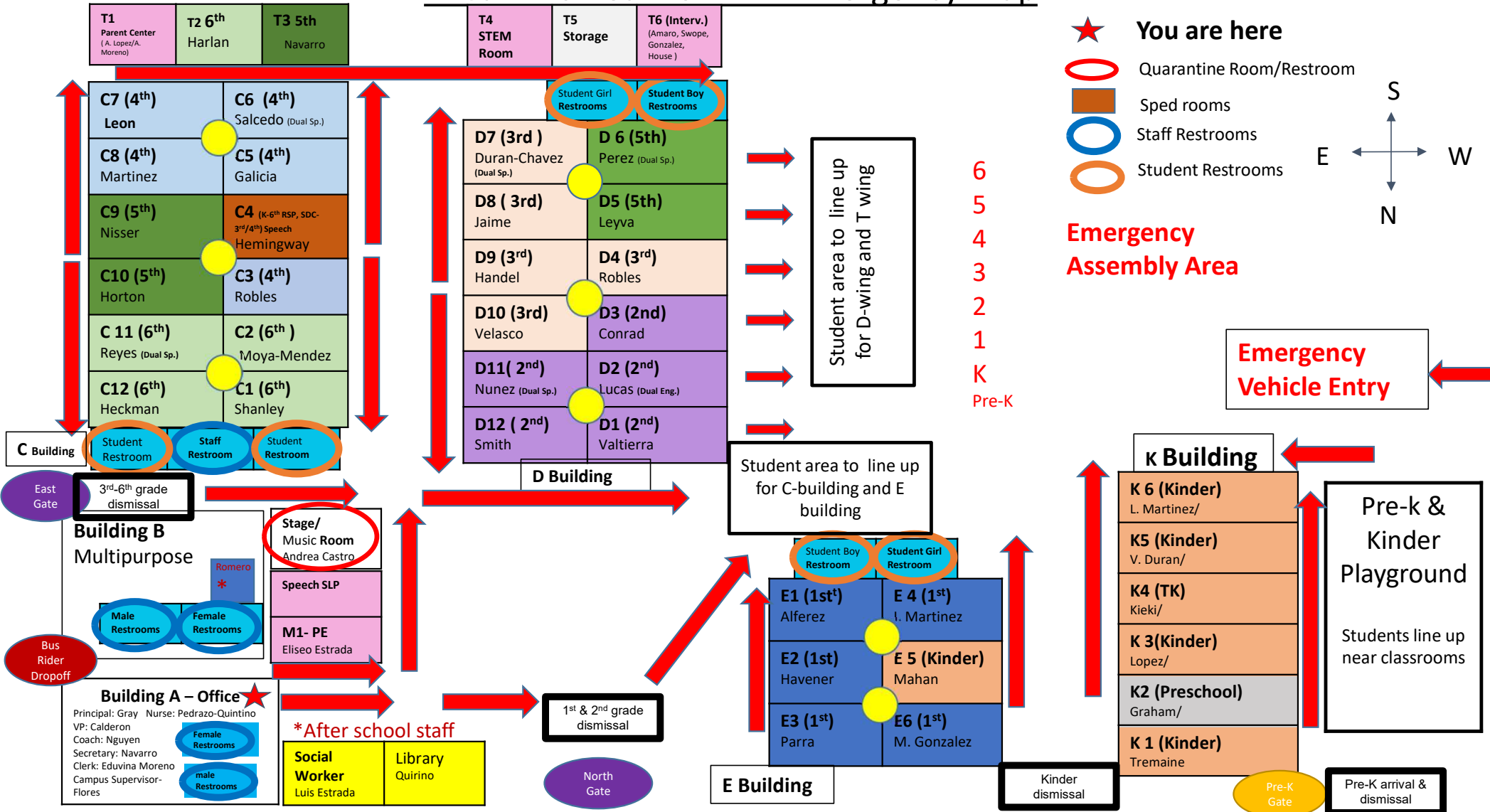


19



20

El Camino Real 2021-22 Emergency Map



Bullying Prevention Week Activities

October 5th - 9th

Monday

#WorldDayOfBullyingPrevention

Students will read the Anti-Bullying Pledge and teacher will sign it as a class and return it to Mr. Estrada

Tuesday

#SpreadKindness

Write 3 ways you can express kindness.

Wednesday

#BeABuddy,NotABully

What are 3 characteristics of being a good friend?

Thursday

#ThrowKindnessLikeConfetti

Take time today to do a random act of kindness.

Friday

#Peace,Love,&Kindness

Write 1 thing you can do to prevent bullying.



Fire Life and Safety Inspection Report & Invoice

Kern County Fire Department

Office of the Fire Marshal

2820 M St. ~ Bakersfield, CA 93301

Phone: (661) 391-3310 ~ Fax: (661) 636-0466/67

www.kerncountyfire.org

fireprevention@kerncountyfire.org



Location:

911 EL CAMINO REAL, ARVIN, Kern, CA, 93203

Inspection Date:

November 19, 2021 at 1:24:08 PM

Record Type:

Fire/Operating/T19/NA

Record ID:

T19-014613

Inspection Type:

Regular Inspection

Inspector:

Roxanne Routh

Result:

Granted

Comments:

Violation Summary:

R. Routh KI417

Rick Perry

Inspector

Contractor



1

A slide titled "PBIS REWARDS" in black capital letters on a white background. The background features a close-up of a pair of black-rimmed glasses resting on an open notebook with lined pages. A thin red horizontal line is positioned below the title.

- What is PBIS?
- Why PBIS?
- What are our Site Expectations for Online vs. In-person?
- How PBIS Rewards works?

2

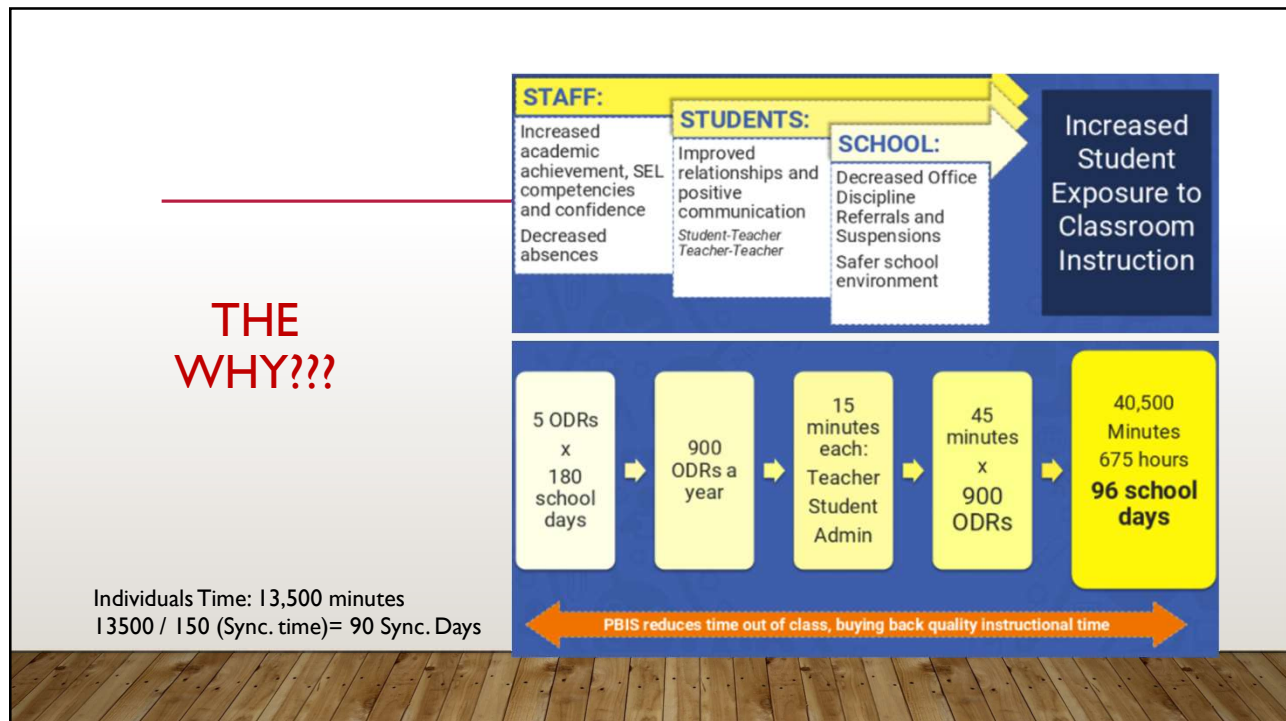


THE WHAT...

WHAT IS PBIS?

- ❓ Positive Behavior Interventions & Supports
- ⊕ Encouragement of positive behaviors
- 🔧 Teaching and promoting positive behaviors
- 😊 Positive school climate

3



4

Online School Expectations

Tying it back to our ECR Expectations of being Safe, Respectful and Responsible

Problem Behaviors	When & where are they occurring	Desired Behaviors (Opposite of Column 1)	Expectation Focus
Students are not being responsible by having their cameras turned off, so teachers are unable to assess their participation.	During synchronous and asynchronous instruction.	Students turn on their cameras, so teachers can gauge their participation.	Responsible
Students are not logging into zoom/teams on time	During synchronous and asynchronous time	Students log into zoom/teams as expected at 8:45am. and at scheduled asynchronous meetings	Responsible
Students will often leave their seats during instructional time.	During synchronous time	Students should let the teacher know if they need to go do something.	Responsible/Respectful
Students lay down while lessons are taught and/or cameras are pointed to the ceiling or walls	during synchronized and asynchronous times	Students need to sit up and paying attention, also keep the camera on themselves	Responsible/Respectful
Students are not completing synchronous tests/ assignments when given time in class.	During synchronous time	Students complete any assignments or tests during synchronous time when asked.	Responsible
Students do not turn in asynchronous assignments.	During asynchronous time	Students complete their asynchronous assignments.	Responsible
Students are muting and unmuting without permission.	During synchronous	Students mute and unmute when teacher indicates.	Responsible/Respectful
Students are misusing their electronic device to chat, bully or look up inappropriate content.	during synchronized and asynchronous times	Students use their electronic device for educational purposes only.	Responsible/Respectful/Safe
Students are letting distractions get in the way of theirs and others' learning.	Synchronous instruction.	Students are being respectful and responsible by removing distractions from their environment.	Responsible/Respectful
Parents are giving answers before their child has time to figure out for themselves.	During synchronous and asynchronous time	Students need to do the work themselves	Responsible
Students are eating ALL day long	during synchronized and asynchronous times	Students need to eat before 8:45, on break, or at lunch	Responsible

5

PBIS REWARDS LOGIN INFORMATION



Teacher can
Access PBIS
Rewards
via:

Website

Clever

Mobile App (initial setup
occurs via above link for
access code)

*Initial setup instructions will be sent to
your work email this afternoon.*



Students access PBIS Rewards on Clever



Here is a video to help us-we will only watch the
first 3 minute for this meeting.

<https://support.pbisrewards.com/guides/short-training-demonstration/>

6

AWARDING MUSTANG TICKETS

PBIS Rewards

Awarded Today: 0 Point Goal: 100

Reward Student

Kayla Hernandez

Kayla Hernandez
20010322 (4 - F)
Current Balance: 0
No Check
N/A

☐ Safe
☐ Respectful
☐ Responsible

CLEAR

Comment (optional)

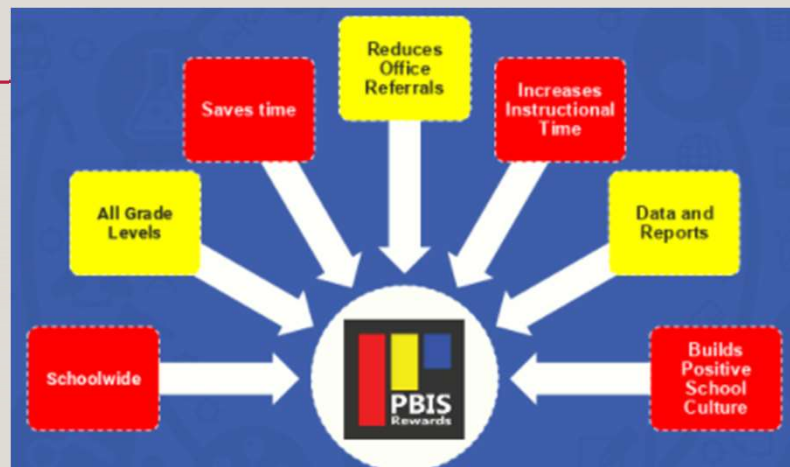
Characters Left: 150
To include a comment, text must be added before clicking Reward.

CANCEL REWARD

<https://app.pbisrewards.com/login.php>

7

IN SUMMARY...



Next Meeting: Tuesday 1/26/2021: Learn to Award Tickets to a Group of students.

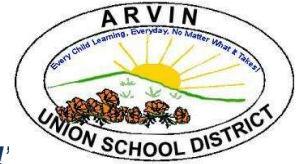
8

GEORGIA RHETT
DISTRICT SUPERINTENDENT

EMMA PEREIDA-MARTINEZ
ASSISTANT SUPERINTENDENT

ARVIN UNION SCHOOL DISTRICT

"Every Child Learning, Every Day, No Matter What It Takes!"



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Arvin, CA 93203

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FAX (661) 854-2362

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January 13, 2022

Liliana Martinez, ATA Representative
911 El Camino Real
Arvin, CA 93203

Dear Mrs. Martinez:

I am writing to invite you to a meeting about my school's safety plan. El Camino Real Elementary School is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

We will be holding a public meeting to review and update our School Safety Plan, to include gathering comments and suggestions to strengthen our plan. The public meeting addressing this year's School Safety Plan update is scheduled as follows:

Virtually via Zoom:

Meeting ID: 819 4021 2897

Password: ECR

Date: Tuesday, January 25, 2022

Time: 2:30 to 3:30 pm

If you are unable to attend, please let me know. Perhaps, I can identify another ATA representative to attend. If you would like to discuss these matters, you may also call me.

Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

Lupe Calderon, Vice Principal
Telephone Number: 661-854-6661

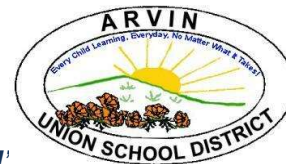
cc: School Safety Plan binder

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January 13, 2022

Arvin Fire Department Chief
County Fire Department – Station 54
301 Campus Drive
Arvin, CA 93203

RE: Public Meeting Concerning School Safety Plan

Dear Fire Department Chief:

I am writing to invite you to a meeting regarding the annual updating of our school's safety plan. El Camino Real is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

We will be holding a public meeting to review and update our School Safety Plan, to include gathering comments and suggestions to strengthen our plan. The public meeting addressing this year's School Safety Plan update is scheduled as follows:

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If you are unable to attend, a representative is welcome to attend in your place. Please let me know if you, or a representative, will be able to attend. If you would like to discuss these matters, you may also call me at my provided telephone number.

Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

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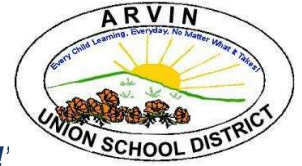
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January 13, 2022

Arvin Police Chief
City Hall
200 Campus Drive
Arvin, CA 93203

RE: Public Meeting Concerning School Safety Plan

Dear Chief of Police:

I am writing to invite you to a meeting regarding the annual updating of our school's safety plan. El Camino Real is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

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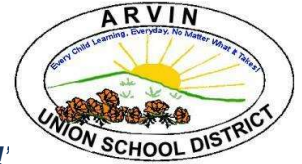
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January 13, 2022

Olivia Trujillo, Mayor
City Hall
200 Campus Drive
Arvin, CA 93203

RE: Public Meeting Concerning School Safety Plan

Dear Mayor Trujillo:

I am writing to invite you to a meeting regarding the annual updating of our school's safety plan. El Camino Real is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

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Telephone Number: 661-854-6661

cc: School Safety Plan binder

GEORGIA RHETT
DISTRICT SUPERINTENDENT

EMMA PEREIDA-MARTINEZ
ASSISTANT SUPERINTENDENT

ARVIN UNION SCHOOL DISTRICT

"Every Child Learning, Every Day, No Matter What It Takes!"



District Office
737 Bear Mountain Blvd.
Arvin, CA 93203

(661) 854-6500
FAX (661) 854-2362

**Sierra Vista
Elementary School**
300 Franklin St.
Arvin, CA 93203

(661) 854-6560
FAX (661) 854-7523

**Bear Mountain
Elementary School**
1501 Hood St.
Arvin, CA 93203

(661) 854-6590
FAX (661) 854-6599

**El Camino Real
Elementary School**
911 El Camino Real
Arvin, CA 93203

(661) 854-6661
FAX (661) 854-2474

**Haven Drive Middle
School**
341 Haven Dr.
Arvin, CA 93203

(661) 854-6540
FAX (661) 854-1440

**Family Resource
Center**
205 So. A St.
Arvin, CA 93203

(661) 854-6533
FAX (661) 854-6559

**Family Resource
Center Annex**
207 So. A St.
Arvin, CA 93203

(661) 854-6525
FAX (661) 854-6585

January 13, 2022

Hilda Ocampo, PTA President
911 El Camino Real Elementary
Arvin, CA 93203

RE: Public Meeting Concerning School Safety Plan

Dear Mrs. Ocampo:

I am writing to invite you to a meeting regarding the annual updating of our school's safety plan. El Camino Real is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

We will be holding a public meeting to review and update our School Safety Plan, to include gathering comments and suggestions to strengthen our plan. The public meeting addressing this year's School Safety Plan update is scheduled as follows:

Virtually via Zoom:

Meeting ID: 819 4021 2897

Password: ECR

Date: Tuesday, January 25, 2022

Time: 2:30 to 3:30 pm

If you are unable to attend, please let me know. Perhaps, I can identify another PTA representative to attend. If you would like to discuss these matters, you may also call me at my provided telephone number.

Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

Lupe Calderon, Vice Principal
Telephone Number: 661-854-6661

cc: School Safety Plan binder

GEORGIA RHETT
DISTRICT SUPERINTENDENT

EMMA PEREIDA-MARTINEZ
ASSISTANT SUPERINTENDENT

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FAX (661) 854-6585

January 13, 2022

Evelyn Torres, SSC/ELAC Representative
2124 James Court
Arvin, CA 93203

RE: Public Meeting Concerning School Safety Plan

Dear Mrs. Torres:

I am writing to invite you to a meeting regarding the annual updating of our school's safety plan. El Camino Real is committed to maximizing school safety, reducing safety risks, enhancing factors that help protect students, and promoting healthy school environments. Our School Safety Plan is updated annually.

We will be holding a public meeting to review and update our School Safety Plan, to include gathering comments and suggestions to strengthen our plan. The public meeting addressing this year's School Safety Plan update is scheduled as follows:

Virtually via Zoom:

Meeting ID: 819 4021 2897

Password: ECR

Date: Tuesday, January 25, 2022

Time: 2:30 to 3:30 pm

If you are unable to attend, a representative is welcome to attend in your place. Please let me know if you, or a representative, will be able to attend. If you would like to discuss these matters, you may also call me at my provided telephone number.

Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

Lupe Calderon, Vice Principal
Telephone Number: 661-854-6661

cc: School Safety Plan binder

Williams Settlement – First Quarterly Report: July-September 2021

This report summarizes first quarter activities: Site visit and district-reported corrections.

District: Arvin Union School District
School: El Camino Real Elementary School
Grade Levels: TK-6
Review Date: 8-23-21

Instructional Materials Review:

- | | | |
|----------------------|---|------------|
| 1. ELA / ELD | - | Sufficient |
| 2. Math | - | Sufficient |
| 3. Social Studies | - | Sufficient |
| 4. Science | - | Sufficient |
| 5. Health | - | N/A |
| 6. Foreign Language | - | Sufficient |
| 7. Special Education | - | N/A |

Facility Inspection:

- | | | |
|-------------------|---|-----------|
| 1. Overall Rating | - | 100% |
| 2. School Rating | - | Exemplary |
| 3. Deficiencies | - | None |



El Camino Real ELAC MEETING AGENDA

MONTHLY ELAC MEETING

Preparation/Bring: Agenda, paper, writing utensil

Date: 1/25/22 **Time:** 8:30-9:30 am.

Location: Zoom <https://arvinschools.zoom.us/j/88175430102> PW ECR

On site in the parent center if you would like to participate in person

Notice of Teleconferencing Pursuant to Executive Order N-29-20 and Government Code section 54953: The SSC will conduct this meeting via teleconference or video conference with one or more officers participating from remote locations via telephone or other electronic means. Voting at this meeting shall be by roll call.

Attendance:

Mandatory for members

Optional for non-members

Meeting Objectives: To provide information about English Learner Programs and Services to parents.

Participants/Group: ELAC Members, Parents, and School and District Personnel

Facilitator: Lupe Calderon & Vice Chairperson

Vice Chairperson: Evelin Torres

Ground Rules: 1. Start and end on time. 2. Come prepared to participate. 3. Silence or turn off cell phones. 4. Stay focused on the Topic/presenters, 5. Respect others' opinions and ideas

ITEMS	ACTIONS	NOTES
1. Welcome and Introductions	Introductions of those present Review of sign-in/attendance	
2. Quorum	Quorum Present	Yes or No
3. School Site Composition	Special election to fill vacancy, nominee Byanka Santoyo. Introduction of new principal.	
4. Review of Agenda	Explanation of items Requests for additional items	
5. Read Minutes	Motion to approve minutes-11/16/21	M: 2nd: In favor: _____ Opposed: _____
6. Public Comment	Under the open meeting law, no action related to public comment may be acted upon at this meeting. Issues raised at this meeting may be scheduled for another ELAC meeting.	
7. DELAC Report	Report from DELAC Rep Meeting January 12, 2022	DELAC Rep- Evelyn Torres
8. DATA	I-Ready Trimester II Diagnostic	
9. Summary of SPSA	9.1 Review of final SPSA Plan for ELs, Goals, 9.2 Review Revised budget information to SSC based on final allocations 9.3 Review result of ongoing monitoring for EL programs	
10. ECR SARC	Review ECR SARC 2021-2022	
11. School Safety Plan	Review/Input Goal 1, 2 and 3 Feedback from ELAC to provide to SSC on the ECR School Safety Plan	Feedback to SSC:
12. R30	Review R-30 Language Census Report Summary 2021-2022	
13. Master Plan Chapter V	13.1 Review state and local assessment data 13.2 Review & input of Master Plan – Chapters 1, 4 & Chapter 5 13.3 Review Regular School attendance	



El Camino Real ELAC MEETING AGENDA

14. ELPAC Updates	ELPAC TESTING UPDATES and Review Goals on <ul style="list-style-type: none">• LISTENING• SPEAKING• READING• WRITING	www.elpac.org
15. LCAP Input Opportunities ADVISE	<ul style="list-style-type: none">• Safe Welcoming Environment• Strengthening grade level standards-based instruction• Implementing Tiered Professional Development• Support English Learners development and use of Academic Language in Speaking, Listening, Reading, Writing	
16. Announce future meeting date	Tuesday, February 15, 2022 8:00 am	
17. Upcoming Dates	Coffee with the Principal February 18, 2022 8:00am DAC Feb 9, 2022 9:00AM DELAC Feb 9, 2022 3:30pm ELAC Feb 15, 2022 8:00AM Arvin Board Meeting: Feb 15, 2022 6:00PM Cofee with the Parents: Jan 27, 2022 3:30pm	
18. Adjournment		M: 2 nd : In favor:_____ Opposed:_____ Meeting adjourned at _____.



Thank You

Lupe Calderon

From: Lupe Calderon
Sent: Thursday, January 13, 2022 8:32 PM
To: mmaciel@arvin.org
Cc: ArvinPD@arvin.org
Subject: Safety Walk Needed for El Camino Real Elementary

Good evening,

I'm the vice-principal of **El Camino Real Elementary School** and would like to invite a member of the Arvin Police Department out to our school in order to ***walk our campus and provide any and all feedback regarding our annual School Site Safety Plan***. Our school is open Monday- Thursday from 7:30 am to 4 pm and Fridays from 7:30 am to 3:30 pm. The walk itself should take no longer than 15 minutes and needs to be completed by January 24, 2022 . Please let me know at your earliest convenience what date and time would work so we can plan accordingly. Thank you for your assistance.

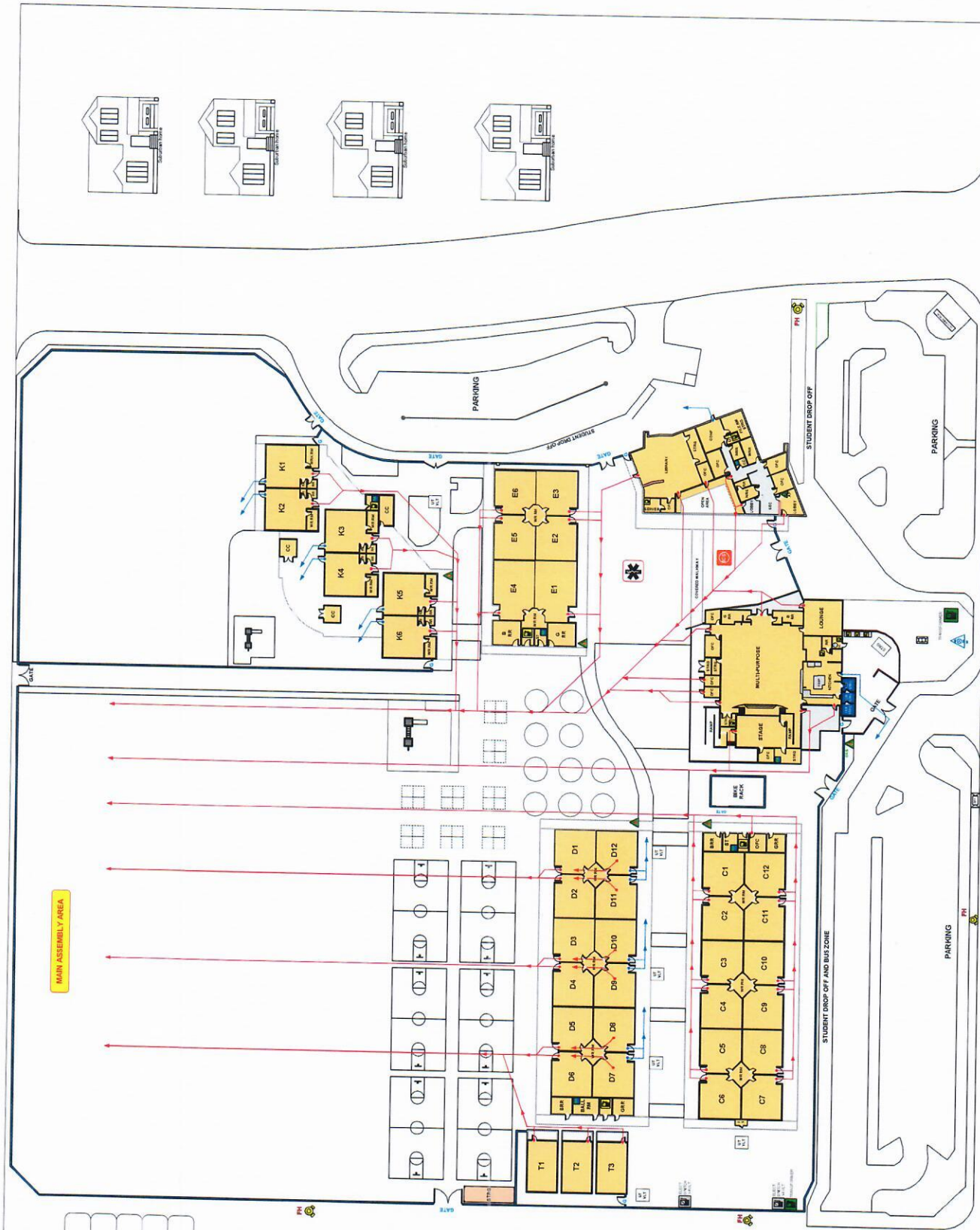
Lupe Calderon, Vice Principal
El Camino Real Elementary School
911 El Camino Real
Arvin, Ca 93203
(661) 854-6661

Life can be stressful, be it work, family, or even day-to-day tasks and responsibilities.
Reach out if you or someone in your family needs help.
SISC Employee Assistance Program 1-800-999-7222



- SECURITY ALARMPANEL
- INCIDENT COMMAND POST
- INCIDENT COMMAND POST
- FIRE ALARM PANEL
- ROOF ACCESS LADDERS

OPEN FIELDS



EL CAMINO REAL ELEMENTARY SCHOOL

EMERGENCY SITE MAP

2011/2012
ARVIN SCHOOL DISTRICT

- WATER SHUT OFF
- ELECTRICAL
- FIRE HYDRANT
- GAS SHUT OFF
- CHEMICALS
- ALARM PANEL
- REST ROOM
- ELEVATOR
- MAIN ROUTE
- ALTERNATE ROUTE
- FIRE LANE



ARVIN UNION SCHOOL DISTRICT

MODEL EMERGENCY PLAN FOR STUDENTS WITH SPECIAL NEEDS

July 2016

Model Annex to Arvin Union School District Emergency Management Plan

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Arvin Union School District Model Emergency Plan for Students with Special Needs

Arvin Union Schools Model Emergency Management Plan

The Arvin Union Schools Emergency Management Plan consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Special Needs is an incident management strategy that serves to augment the Arvin Union Schools Emergency Management Plan. In order to ensure efficient and effective Emergency management, the Model Plan must be implemented in its entirety.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with special needs in the event of an emergency. For the purposes of this annex, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with special needs and disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which adds to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

B. Planning Needs and Assumptions

For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival. To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;

- **know the special needs demographics** of the students attending classes on site;
- **involve students** and with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the special needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school, due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with special needs:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 1997)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides "a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities." The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 1997, which ensures services to children with special needs throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a "child with a disability." (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provide the child with educational benefit.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child's academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: "No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one's self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating, interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability

Term

Alternative

Term

Brief Description/

Factors that Elevate Risk in Emergencies

Factors that Reduce Risk in Emergencies

Autism/Autism spectrum disorder: Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication. Structure, routine, normalcy and familiarity with activity

Deaf-blindness: A simultaneous significant hearing and vision loss; limits the speed of movements. Guidance from a sighted person. Developmental delay. A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development. Minimized disruption of routine patterns of activity. Modulate sensory input

Emotional disturbance/Behavior disorder/emotional disability: Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic. Regulate sensory input.

Hearing impairment/Deaf/hard of hearing: A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues. Written instructions, sign language, specialized communication for direction in an emergency.

Mental retardation/Intellectual disability/cognitive impairment: Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity. Regulate sensory input.

Multiple disabilities: The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness.

Orthopedic impairment/Physical disability: A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli. Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route.

Other health impairment: A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle cell anemia, and diabetes. Continuity of medication management regime.
Specific learning disability: Learning disability A disorder related to processing information that leads to difficulties in reading, writing and computing.

Speech or language Communication disorder: stuttering, etc. A disorder related to accurately producing or articulating the Sign language, hand signals, specialized impairment sounds of language to communicate communication for response in an emergency.

Traumatic brain injury: TBI An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.

Visual impairment: Low vision, blindness. A partial or complete loss of vision Guidance from a sighted Person.

Source: National Dissemination Center for Children with Disabilities at
<http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with special needs may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with special needs.
- **Know who is on your school site:** Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services.
- **Identify the students** who are severely handicapped and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., broken
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g. earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities

- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire special needs/staff population.
- **Develop a schedule** a daily activities and classes that identifies where a special needs student may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information about individuals with special needs on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form with legal counsel for medical information.

The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.

- **Consult parents or guardians** concerning care considerations if the special needs student is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with special needs students for emergency response, e.g. the "buddy system", can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a special need. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy.
- Train for the specific need of the special needs student.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate. Buddies must be able to make contact quickly with the special needs student when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.
- The buddy is in the building, but away from the customary work area.

Have a trained backup buddy in place.

- The buddy cannot locate the person with a special need because the person is absent. ***Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.***
- The buddy has left the class/program, and a new one has yet to be identified.

Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.

- The buddy forgets or is frightened and abandons the special needs person.

Check on each special needs student to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.

C. Medication Management

Most students with special needs have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

- If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication, if needed, with instructions.
- Gather all medications before evacuation.
- Transport special medications, supplies and equipment with the special needs student.
- Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See Appendix C for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes) and provide hearing- assistive technologies such as amplified phones.

Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms.

An emergency is not the time to learn how to work a rarely used assistive device. The most effective communication systems are those used daily.

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:
• important, • emergency • keep calm • must leave now • fire • fire exit • elevator closed • stairs there • okay

E. Time Management

Children with special needs are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency. Some students with special needs will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a

successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while. Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with special needs should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners, disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit
- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky) ** for diabetic students*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes.

Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see Appendix B for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See Appendix C for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Innovative educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with special needs should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds, etc.-- that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

1. Cognitive/Developmental: Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety.

Preparedness kits should include:

- comfort items
- pen and paper
- visual communication instructions

2. Hearing: Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals with hearing impaired students for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building.

Preparedness kits should include:

- pen and paper
- flashlight to communicate in the dark
- extra hearing aid batteries
- batteries for TTY and light phone signaler

3. Mobility: Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheel chairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands.

Preparedness kits for those who use wheelchairs should include:

- heavy gloves for making way over glass or debris
- extra battery for electric wheelchairs recommended but may not be practical
- patch kit for punctured wheels
- flashlight and whistle

4. Respiratory: Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill.

Preparedness kits should include:

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

5. Medically Fragile: Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student. It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

6. Speech/Auditory: Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location.

Preparedness kits should include:

- extra batteries for communication equipment
- note paper and pen
- comfort items

7. Visual: Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location.

Preparedness kits should include:

- extra folding white cane • colored poncho worn for visibility
- heavy gloves for feeling the way over glass or debris • comfort items

I. Developing a Special Needs Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

1. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.
- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with special needs and they type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with special needs. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with special needs.
- Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each special needs student to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify "areas of rescue" in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for special needs requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependent machines may not function (i.e. elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students.

- Include students with special needs in the selection of emergency evacuation devices.
- Mobility-impaired students should know how (through practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- Train all aides who are assigned to students with special needs in evacuation procedures.
- Provide procedures for receiving students with special needs at the pre-designate evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

1. To Alert Deaf and Hearing Impaired – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:

- *there is an emergency*
- *how to exit*

2. To Alert Blind or Visually Impaired – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently.
- Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs;
- Ask the student how he/she would like to be assisted;
- Use the buddy system;
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
- Move to designated evacuation area. The path should be unobstructed.
- Be careful of falling debris as you leave the building.
- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc.

To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:

- Turn off the wheelchair's power before lifting.
- Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
- If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- **Maintain a master list of drivers** by status and availability.
- **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
 - Vehicle number
 - Sheltering location
 - Trip mileage

- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own. What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the school district regarding the transportation contracts and agreements.
- **Account for all students** before transportation occurs and after arrival at the destination.
- **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
- **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Special Needs Populations

- **Store** extra batteries for electric wheelchairs and hearing aids.
- **Lead** evacuees to a safe place with other teachers and staff.
- **Remain** with the special needs student after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.
- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connects school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with special needs with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aides, wheelchairs,

C. Reassurance

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently. After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

YES: Y / NO: N

Do you have a roster of your students with special needs?

Have you identified students with special needs on site from other school districts?

Have you identified the medical needs of your students with special needs and their medication schedule?

Have you walked the evacuation paths and exits looking for potential obstacles?

Has an evacuation site been identified that is accessible to students and staff with special needs?

Is the primary evacuation path marked to clearly show the route?

Is there sufficient oxygen for 72 hours?

Have transportation needs been identified for the students with special needs, such as special vans and buses for students?

Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?

Is there a master list of bus drivers?

Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with special needs?

Have you identified communication needs with students who have limited English proficiency?

Have you considered emergency accommodations for those with temporary disabilities?

Have you encouraged a relationship with students and the local responders?

Have you reviewed your plan with emergency responders?

Have you identified an evacuation site that is accessible to students and staff with special needs?

Have you identified a secondary evacuation site?

Has a "buddy system" been developed for each student?

Have you identified all of your communication needs for your students with special needs?

Have you trained the staff on proper lifting techniques?

Have staff, students and families been encouraged to provide 72 hour medications?
Has evacuation route information been compiled and distributed to staff?

APPENDIX B

Date form completed

Revised Initials

By Whom Revised Initials

Name: Birth date: Nickname:

Home Address: Home/Work Phone:

Parent/Guardian: Emergency Contact Names & Relationship:

Signature/Consent*:

Primary Language: Phone Number(s):

Physicians:

Primary Care Physician: Emergency Phone:

Fax:

Current Specialty Physician: Emergency Phone:

Specialty: Fax:

Current Specialty Physician: Emergency Phone:

Specialty: Fax:

Anticipated Primary ED: Pharmacy:

Anticipated Tertiary Care Center:

1. Baseline physical findings:

2.

3. Baseline vital signs:

Synopsis:

Baseline neurological status:

Blood Type:

*Consent for release of this form to health care providers

Last name:

Medications/Dosages: Significant baseline ancillary findings (lab, x-ray, ECG):

1.

2.

3. Prostheses/Appliances/ Technology Devices:

4.

5.

Management Data:

Allergies: Medications/Foods to be avoided and why:

1.

2.

3.

Procedures to be avoided and why:

1.

2.

3.

Immunizations (mm/yy)

Dates Dates

DPT Hep B

OPV Varicella

MMR TB status

HIB Other

Antibiotic prophylaxis: Indication: Medication and dose:

Common Presenting Problems/Findings with Specific Suggested Managements

Problem Suggested Diagnostic Studies Treatment Considerations

Comments on child, family, or other specific medical issues:

Physician/Provider Signature: Print Name:

Last name:

APPENDIX C

Laminate this card and affix it to a lanyard for the special needs student to wear during an emergency.

FRONT

Student Name:

School:

Grade :

Photo:

School Phone:

Medical Condition:

Parent/Guardian: Home Phone:

Home Address: Work Phone:

Cell Phone:

Parent:/Guardian: Home Phone:

BACK

Student Name: Birth date:

Blood Type: Allergies:

Physical Limitations:

Communication Difficulties:

Adaptive Equipment:

Primary Care Physician: Emergency Phone:

Specialty Physician: Emergency Phone:

Insurance Company: Policy Number:

APPENDIX D - Online Resources

American Red Cross, *People with Disabilities*

http://www.redcross.org/museum/prepare_org/disabilities/disabilities.htm

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

***An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities*, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)**

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/\\$file/Vulnerable%20Populations.PDF](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Vulnerable%20Populations/$file/Vulnerable%20Populations.PDF)

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

<http://www.cdihp.org/evacuation/toc.html>

Disability Preparedness Resource Center, *Personal Preparedness Planning*

<http://www.disabilitypreparedness.gov/ppp/index.htm>

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Federal Register, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, Volume 69, No. 142 (July 26, 2004)

http://www.fema.gov/pdf/nims/nims_executive_order_13347.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

http://www.nasponline.org/resources/crisis_safety/specpop_general.aspx

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

<http://www.nfpa.org/assets/files/PDF/Fact%20sheets/EvacStudentDisabilities.pdf>

***Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response for People with Disabilities* (March 2007)**

http://www.nobodyleftbehind2.org/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>

U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities*

<http://www.acf.hhs.gov/programs/add/Sept11/addcoping.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)

http://rem.s.ed.gov/docs/Disability_NewsletterV2I1.pdf

APPENDIX E

Acronyms

ADA Americans with Disabilities Act (1990)
AFN Acute and Functional Needs
ASC Advisory Steering Committee
CDE California Department of Education
ED Emotionally Disturbed
FAPE Free and Appropriate Public Education
FERPA Family Education Rights and Privacy Act
HI Hearing impairment
IDEA Individuals with Disabilities Education Act
IEP Individual Education Program
ISHP Individualized School Healthcare Plan
ITP Individual Transition Plan
LRE Least Restrictive Environment
NSH Not severely handicapped
OSEP Office of Special Education Programs
RSP Resource Specialist Program
SDC Special Day Class
SELPA Special Education Local Plan Area
SH Severely Handicapped
SLD Specific Learning Disability
SLI Speech/Language Impairment
TBI Traumatic Brain Injury
VI Visually Impaired

SCHOOL SAFETY CHECKLIST

Goal of Checklist. This checklist is intended to serve as an assessment tool to identify safety risks and to help staff comply with Board Policy and Administrative Regulations 0450(a) entitled Comprehensive Safety Plan. From this assessment, safety goals and a comprehensive safety plan may be developed to enhance school safety.

CHECKLIST

1. School rules established for the safe and appropriate use of school equipment, materials and for student conduct.
2. Students trained on the safety rules and provided safety instruction as appropriate.
3. Copies of the rules sent to parents/guardians and are readily available at the school at all times.
4. Students are released during the school day in the custody of an adult only if: (a) adult is the student's parent/guardian with custody; (b) adult has been authorized on the student's emergency card as someone to whom the student may be released when the parent/guardian cannot be reached; (c) the individual's identification has been verified; (d) adult is a properly authorized law officer; and (e) adult is taking the student to emergency medical care at the request of the principal or designee.
5. Teachers are present at their respective rooms and open to admit students as soon as reasonably practical before the time when school starts.
6. Administrators, teachers, and all other staff hold students to a strict account for their conduct on the way to and from school, on the playgrounds and during recess.
7. Administrative, certificated and/or classified employees supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions.
8. Supervision zones have been identified on the playground.
9. Safety supervisors remain outside at a location from which they can observe their entire zone of supervision and move around the perimeter of those zones.
10. All individuals supervising students remain alert in spotting dangerous conditions, promptly report any such conditions to the principal or designee, and file a written report on such conditions, as appropriate.
11. Emergency procedures have been established to ensure swift response to accidents, fighting and situations that could become dangerous, such as overcrowding or unusual gatherings of students.
12. Teachers, teacher aides, yard aides and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help them to forestall problems and resolve conflicts.
13. Supervisors' training is documented and on file.

14. Playgrounds comply with regulations pertaining to the design, installation, inspection and maintenance of playgrounds and playground equipment.
15. None of the following activities are permitted unless the activity is properly supervised and each participant has insurance coverage:
 - A. Trampolining
 - B. Bounce-Houses
 - C. Scuba diving
 - D. Skateboarding
 - E. Hang gliding
 - F. Sailing
 - G. Water skiing
 - H. Snow trips
 - I. Bicycling
 - J. Motorcycling
 - K. Target shooting
 - L. Horseback riding
 - M. Rodeo
 - N. Breakdancing
 - O. Other activities determined by the school principal to have a high risk to student safety.
16. Students' exposure to excessive noise in classrooms is monitored and hearing protection is provided as necessary.
17. Eye safety devices are used whenever students are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes.

_____ : Developed/Revised Date

Reference: Comprehensive Safety Plan, BP/AR 0450(a), BP/AR 3515(a)(b), BP/AR 3516(a)(b)(c), and BP/AR 2516.5

OUTSIDERS/VISITORS CHECKLIST

Goal of Checklist. This checklist is intended to help establish a safety perimeter around the school, to control entry, exit, and removal of visitors and outsiders to the campus consistent with Board Policy and Administrative Regulation 1250 entitled Visitors/Outsiders.

CHECKLIST

A notice has been posted at every entrance to school and school grounds setting forth visitor/outsider registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements.

All visitors to the campus, except students of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.

Visits during school hours, including classroom visits are arranged with the teacher and principal/designee ahead of time and are subject to specific procedures and limitations.

Appointments with teachers are set during non-instructional time.

Visitors shall wear a visible means of identification provided by the school for visits while on school premises.

Employees direct visitors and outsiders without identification directly to the office.

To register for entrance onto the campus, all visitors to the campus shall, upon request, furnish the principal or designee with his/her name, address and occupation; his/her age, if less than 21; his/her purpose for entering school grounds; proof of identity; and other information consistent.

“Outsiders” include every visitor to the school campus except the following: a student of the school, unless currently under suspension; a parent/guardian of a student of the school; a Governing Board member or district employee; a public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request; a representative of a school employee organization who is engaged in activities related to the representation of school employees; an elected public official, and; a publisher, editor, reporter or other person connected with or employed by a newspaper, magazine, other periodical, radio station or television station.

OUTSIDERS/VISITORS CHECKLIST Continued

The principal/designee refuses to register any “outsider” if he/she reasonably concludes that the “outsider's” presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The principal/designee or school security officer revokes an “outsider's” registration if he/she has a reasonable basis for concluding that the “outsider's” presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff.

“Outsiders” who fail to register, or whose registration privileges have been denied or revoked, are directed to promptly leave school grounds and informed that if he/she reenters the school within 7 days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment.

_____: Developed/Revised Date

Reference: Outsider/Visitor, BP/AR 1250

AUSD Safety Procedure: SHELTER IN PLACE

PRINCIPAL'S OFFICE

Receive information and instructions to "shelter in place," rather than evacuate, due to a nearby hazardous material release.

Activate the school Shelter in Place plan by announcement over the public announcement system.

Require all persons in outside areas to go indoors.

Ensure that appointed caretakers assist disabled students.

Ensure custodian immediately shuts off all heating, cooling, and ventilation systems for entire campus.

Consider instructing teachers to seal doors and windows with duct tape in severe cases.

Call the Superintendent's office who will ensure that the necessary administrators are notified, from among the following:

Maintenance & Operations
Business
Safety
Communication Services

Allow no one to leave the shelter during the emergency.

Use reasonable judgment in allowing outsiders into a shelter during the height of the incident.

Be in contact with law enforcement or other emergency responders for continuous information and instructions until the incident is under control.

Announce the current status of the incident at frequent intervals over the public announcement system until "ALL CLEAR".

DEFINITION

Sheltering in Place is the use of any classroom or office for the purpose of providing temporary shelter from a hazardous material release.

EMERGENCY

- Hazardous Material Release
 - Chemical Plant Accident
 - Chemical Train Derailment
 - Chemical Truck Overturning
 - Pipeline Rupture
- Drill

TEACHER/STAFF

Move all students indoors.

Close all windows and doors to the shelter.

Turn off and keep off room heating, cooling, or ventilation systems until "ALL CLEAR".

If there appears to be air contamination within the shelter, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection.

Continue to follow the instructions given over the public announcement system.

Do not allow anyone to leave the shelter until the "ALL CLEAR" is given.

AUSD Safety Procedure: *LOCK DOWN*

TEACHER/STAFF

If you are the first person to recognize 911 emergency, have another person notify the office of what is happening.

Quickly survey the hallway by your classroom. Order any students in the hall or restroom into your room.

Close all blinds and turn off lights.

Direct students to sit on the floor against walls away from windows in a "safety area" out of sight from windows and doors and barricade door

Students are to remain absolutely silent during this time.

Teachers check roll and make sure their students are either in the classroom or with another teacher.

Tell students of other teachers they are to remain with you during lock down.

Outside phone lines are kept open.

Use reasonable judgment in allowing students into a locked room during the height of the incident.

Wait in Lock Down until "ALL CLEAR" notice or evacuated by law enforcement.

PRINCIPAL

All staff are trained to recognize an emergency situation requiring a lock down. First person to know of emergency immediately dials 911 staying on line to give information. If the caller must immediately leave, then drop phone leaving line open.

Students in hallways, bathrooms or commons when a lock down is announced are to return to the closest classroom or building immediately.

Principal, vice principal, custodians immediately begin locking all outside doors and monitor doors for "late arrivals."

Students outside when lock down is announced are directed to cafeteria by bullhorns and by selected staff. Staff should hurry, without panicking students and lead them to the nearest door and then to the cafeteria.

Call Superintendent's Office who will notify necessary administrators.

Refer calls from media to designated media relations staff.

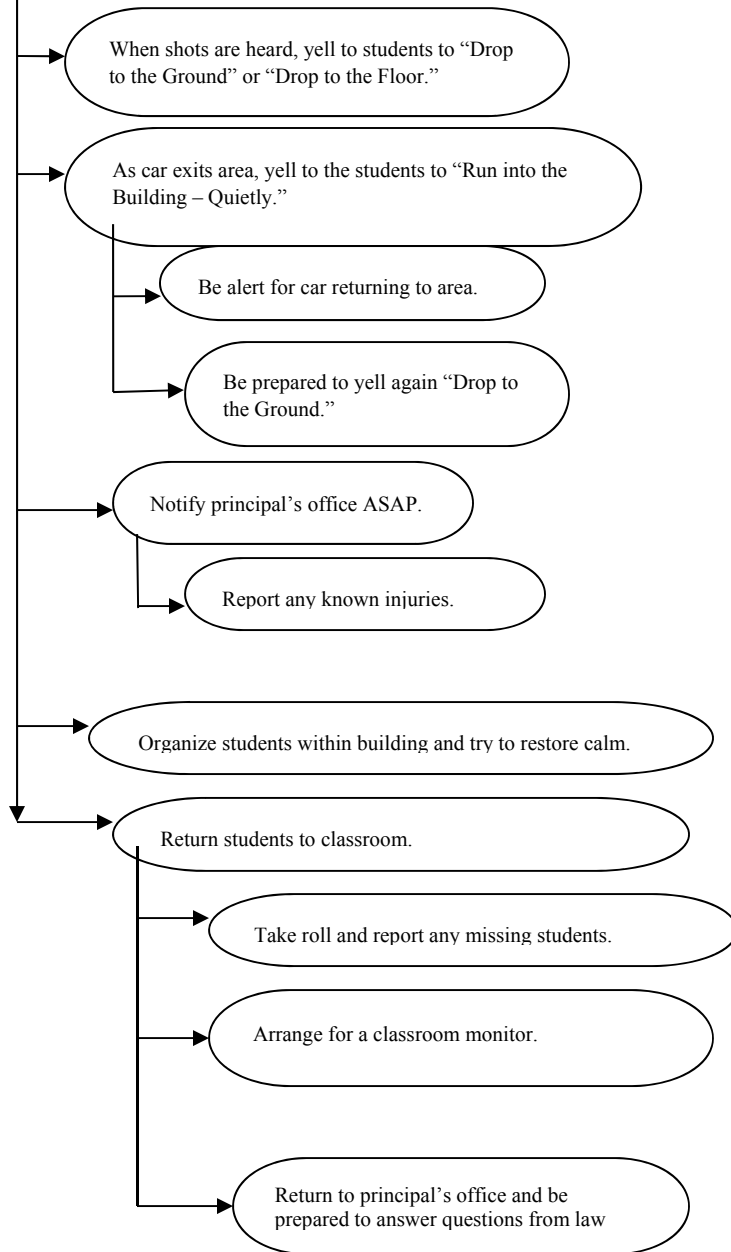
Stay in contact with law enforcement for information and instructions until incident is under control.

When incident is under control, issue "ALL CLEAR"

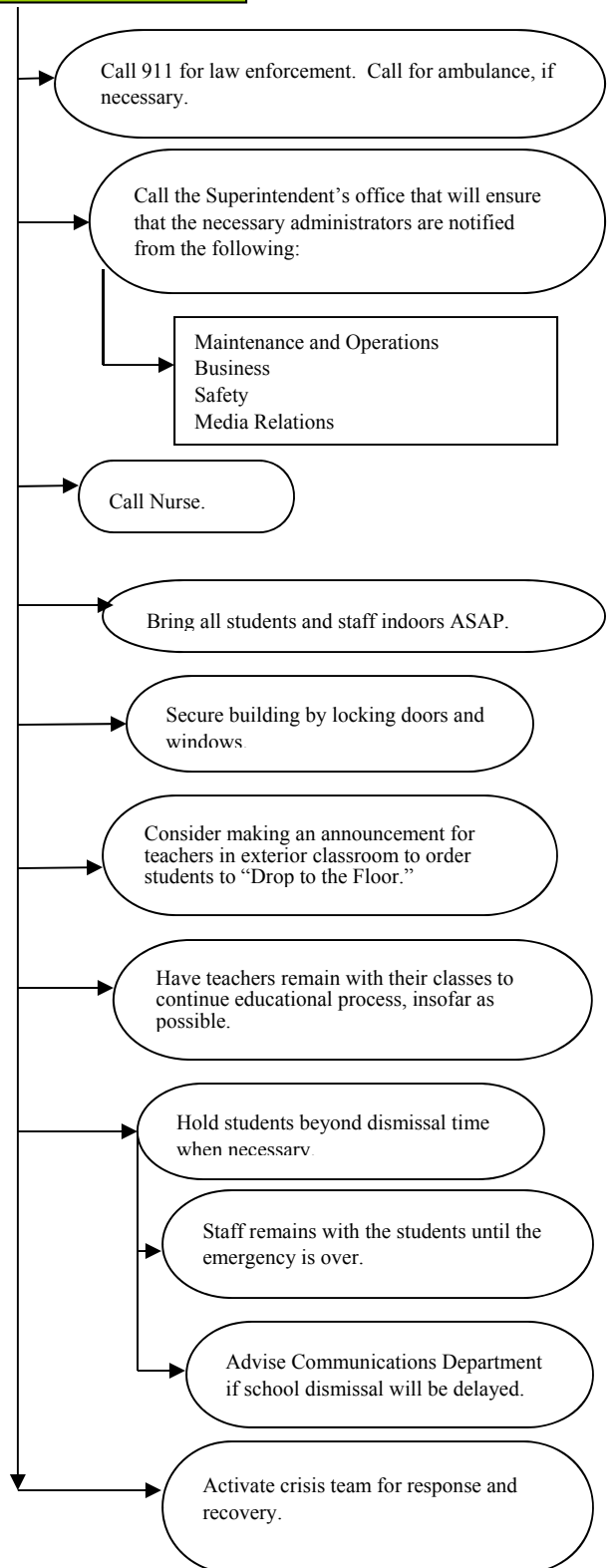
Initiate emergency recovery procedures involving the district and school site crisis intervention resources.

AUSD Safety Procedure: DRIVE-BY SHOOTING

TEACHER/STAFF



PRINCIPAL



AUSD Safety Procedure: UNARMED INTRUDER

TEACHER/STAFF

Report any suspicious person to the principal's office immediately.

PRINCIPAL'S OFFICE

Approach the unarmed intruders and determine the nature of their presence.

Ask for identification.

Direct and/or accompany them to the school office.

If they have no acceptable purpose, ask them to leave.

If they refuse to leave,

Remind them California law requires each individual to register, have the principal/designee direct them to leave and remind them they are then in violation of the law if they fail to leave (See also: Visitor/Outsider Policy and Procedures).

Alert them that law enforcement will be called.

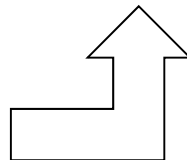
If they continue to refuse to leave, call law enforcement or 911 if determined to be an

If the situation is very severe, announce a "Lock Down" procedure," discretely if possible, which means all teachers will lock doors (See also Lock Down Safety Procedure).

If Lock Down is announced, have administrative staff evacuate any students who have been locked out of their classroom or who are in public areas to a safe area inside or outside the buildings.

Call the Superintendent's office that will ensure that the necessary administrators are notified, from among the following:

Maintenance and Operations
Business
Safety
Media Relations



AUSD Safety Procedure: *EVACUATION*

TEACHER/STAFF

EMERGENCY

- Disaster
- Fire
- Fallen Aircraft
- Chemical Release
- Bomb Threat
- Drill

Evacuate when you hear 3 bells ring.

Be aware of pre-designated primary and alternate evacuation routes.

Take roster sheet and grade book with you.

Close classroom door and turn out lights as students leave.

Leave the building in an orderly manner without rushing or crowding.

If the situation warrants, vehicle evacuation will be used to transport students to another site.

If the emergency calls for an evacuation without the use of vehicles, walk from the building in the stated course.

Always evacuate crosswind and/or upwind away from any emergency by a safe route.

Students should be evacuated at least 300 feet from building and out of the way of emergency vehicles.

Reassembly the students and check roll to ensure that all students are accounted for.

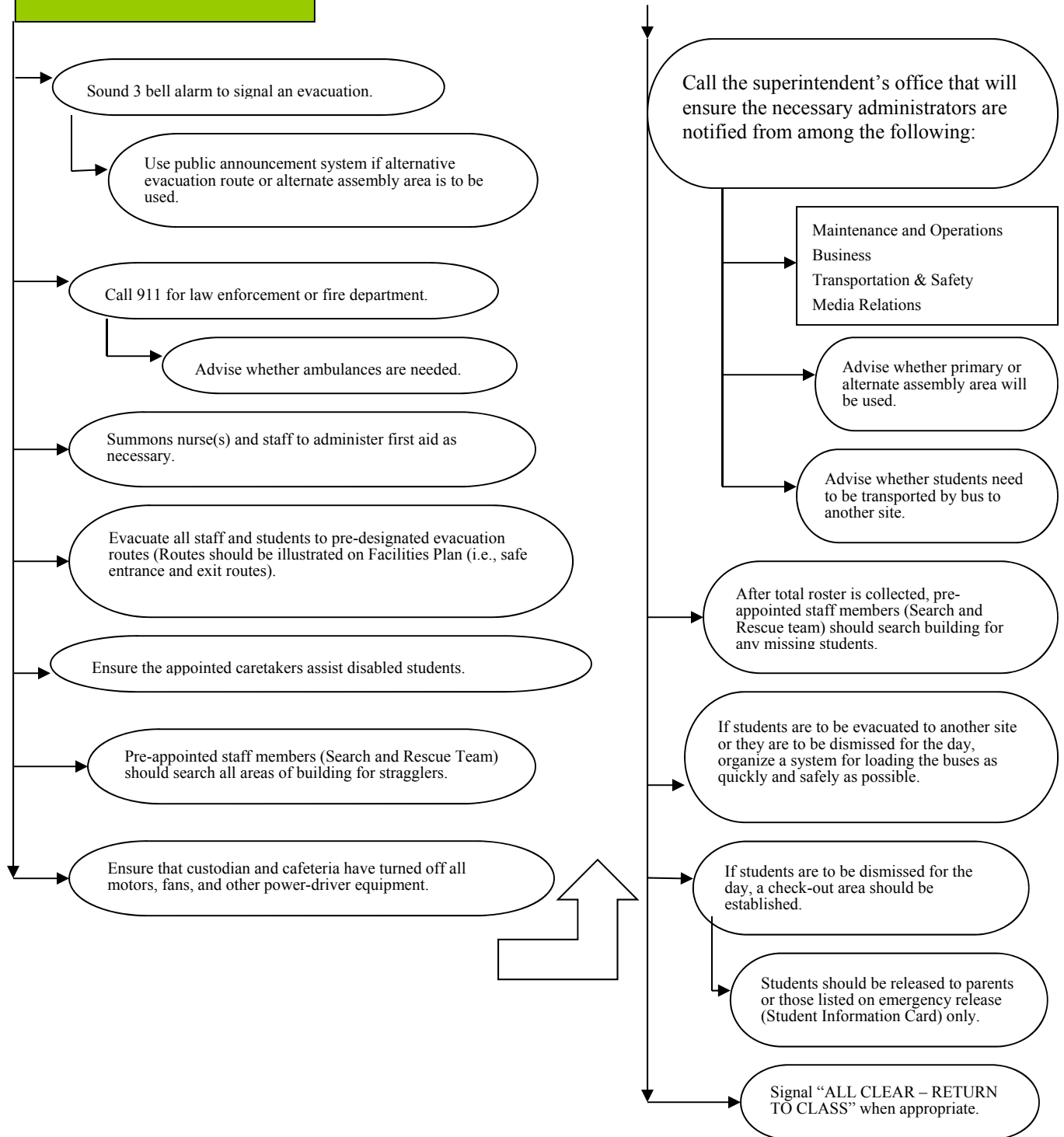
Report any missing students immediately.

Note on roster any students who are released to parents.

Return to your room when you are instructed that it is safe to do so.

AUSD Safety Procedure: *EVACUATION (Continued)*

PRINCIPAL'S OFFICE



AUSD Safety Procedure: *Student Walkout*

TEACHER/STAFF

If you become aware of a planned walkout, notify the principal.

Quickly survey the hallway by your classroom. Notify students who remain on campus that they should return to class or risk discipline if they remain on campus and do not attend class. (No physical force or physical contact will be made to prevent students from leaving the campus in a safe manner.)

Notify school site administrator of students in the hallway outside of your classroom.

Take roll immediately following the walkout and compare to the original roll to determine who did not return to class. Send the list of students not in class to the school office.

Assist with playground/yard supervision during non-classroom duty time.

If an opportunity arises, provide positive, age appropriate, guidance to students about the choices available.

Give students an accurate description of the issues leading up to the walkout. ; if appropriate, give the students a guided opportunity to discuss the issues, the actions, the choices, and the impact of such choices.

PRINCIPAL

Develop a plan to help ensure student safety in the event of a walkout.

Develop safe exit routes in partnership with law enforcement.
Suggest students exercise their free speech rights after school hours.
Work with student leaders on safety issues. Remind students of the behaviors that are not protected and may result in school discipline issues and legal actions for them and their families

Notify and update the Superintendent's office who will determine if a District-level response is warranted.

Review, to if applicable, follow the systematic emergency response protocols to include adjustments contingent upon the involvement of other agencies or district personnel.

Encourage students who remain on campus to return to class and point out the advantages of re-engaging in classroom activities. (Remind staff to avoid physical contact and physical force unless clearly necessary to protect students or staff.

Establish a communication system to notify parents of the students that left campus during the student walkout, keep others involved in the response updated, and to respond, under the direction of the superintendent or designee to media inquiries.

Provide a highly visible law enforcement presence on and around the school campus throughout the day.

Stay in contact with law enforcement for information and instructions until incident is under control.

	AUSD Safety Procedure: <i>FIRE DRILLS AND FIRES</i>	
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TEACHER/STAFF

→ All students and staff shall evacuate building when you hear 3 bells ring.

→ Teachers shall ascertain that no students remain in the building.

→ Close classroom door, turn out lights and take roster sheet and grade book with you.

→ Follow pre-designated primary or alternate evacuation routes.

→ Leave the building in an orderly manner without rushing or crowding.

→ If determined by the Incident Commander/principal, bus/vehicle evacuation will be used to transport students to another site.

→ If the emergency calls for an evacuation without the use of vehicles, walk from the building using the identified course.

→ Students should be evacuated at least 300 feet from building and out of the way of emergency vehicles.

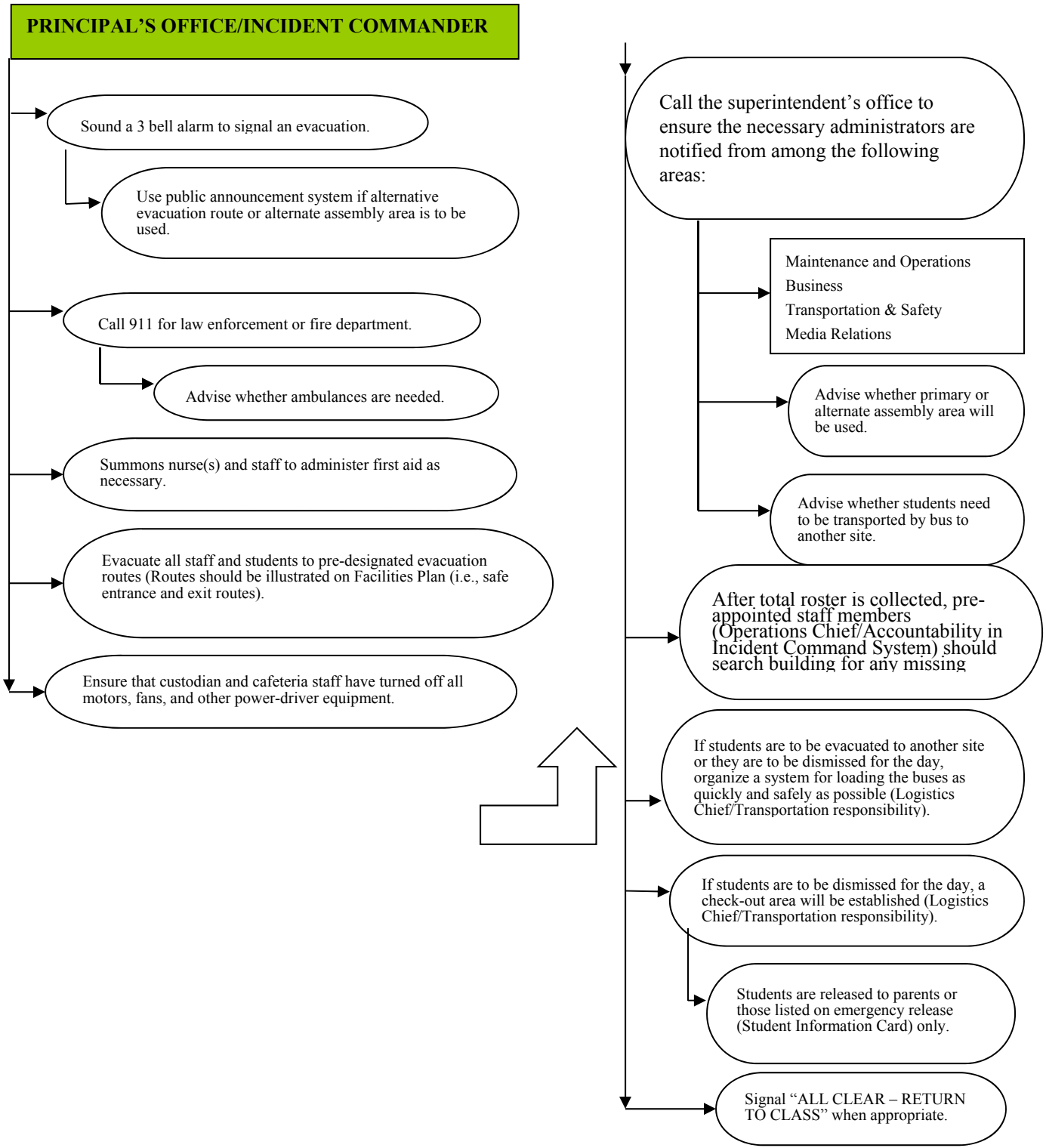
→ Reassembly the students and check roll to account for all students.

→ Immediately report any missing students to the principal or designee.

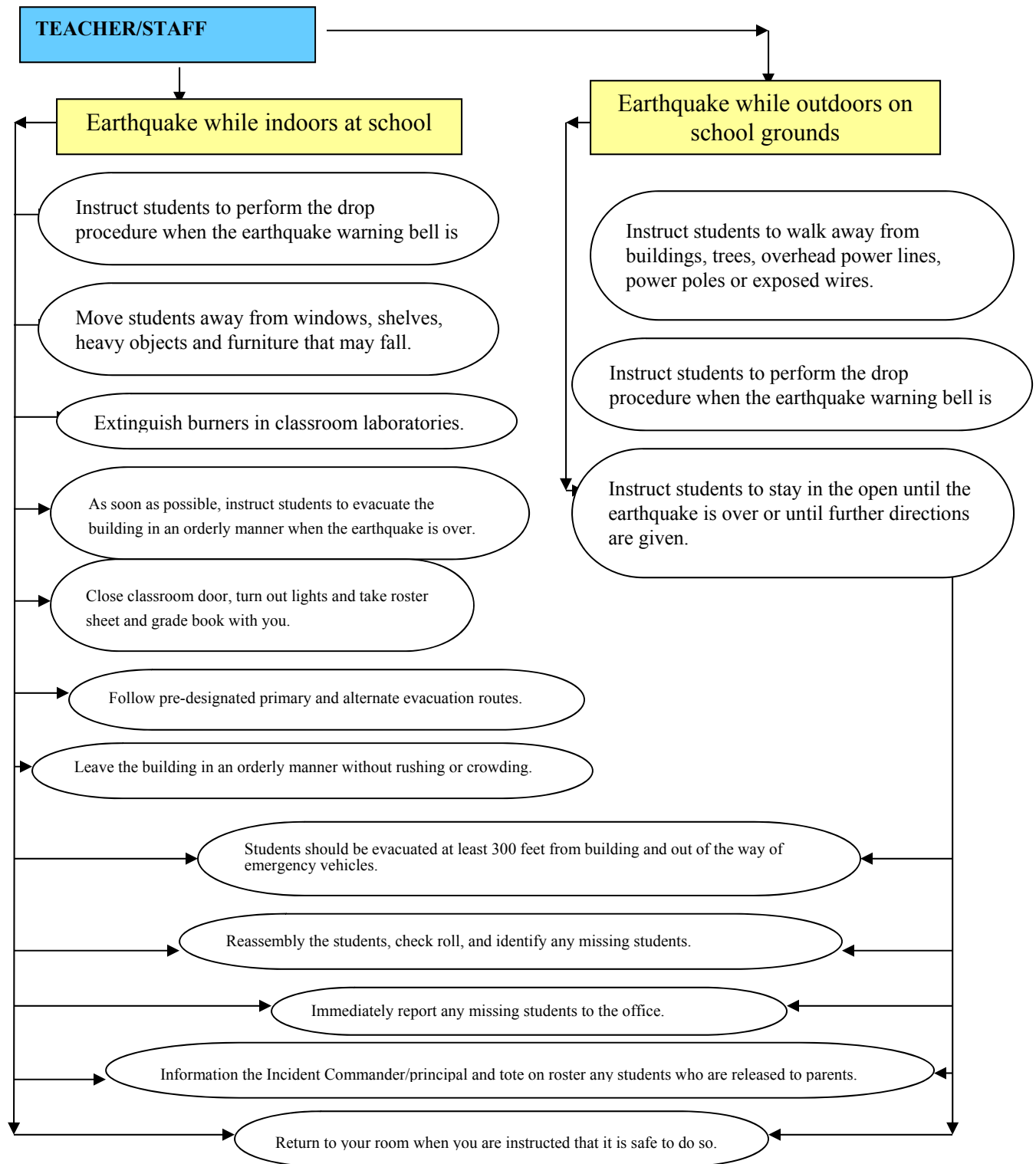
→ Note on roster any students who are released to parents.

→ Return to your room when you are instructed that it is safe to do so.

	AUSD Safety Procedure: <i>FIRE DRILLS AND FIRES (Continued)</i>	
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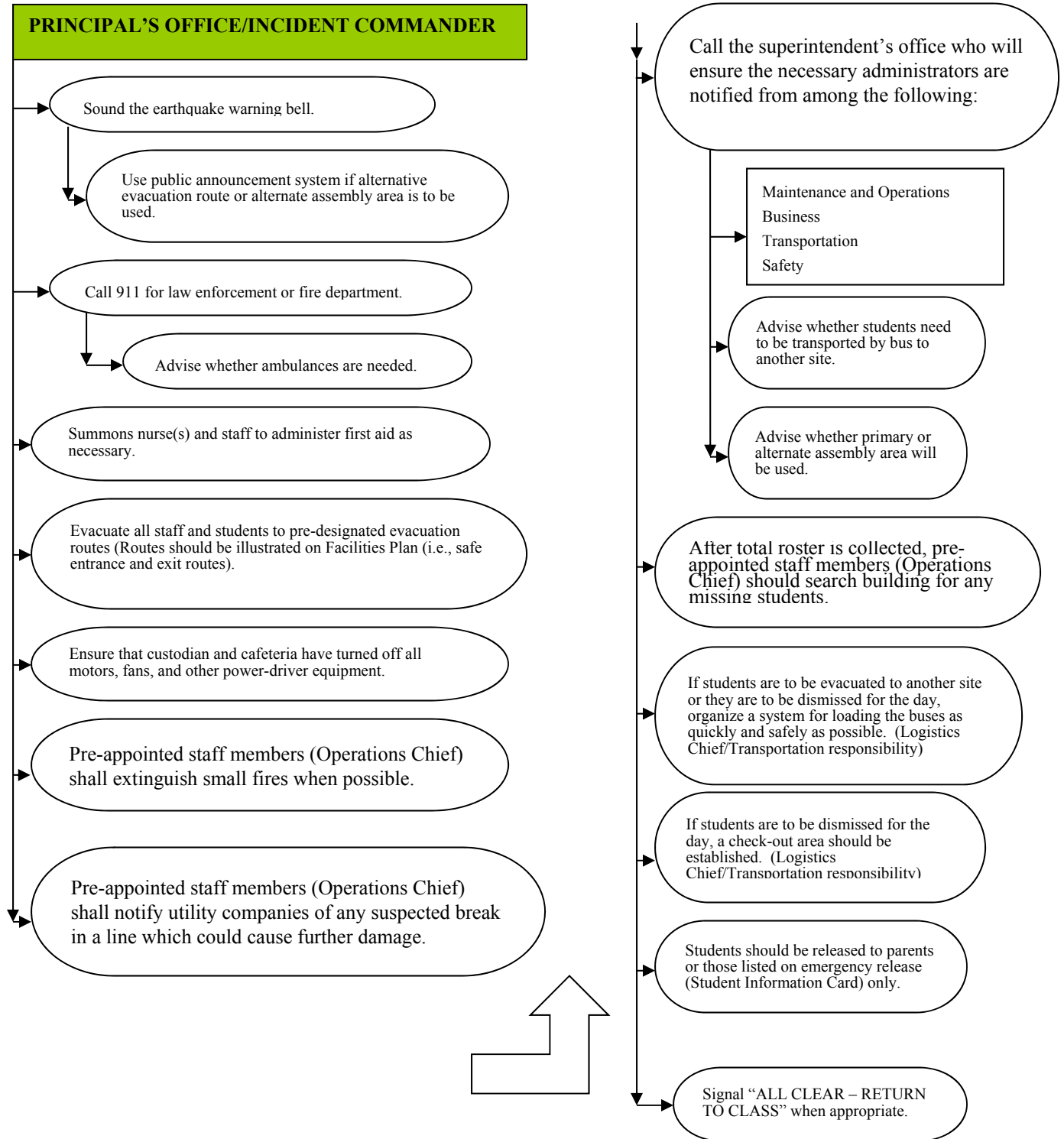


AUSD Safety Procedure: EARTHQUAKE DRILL AND EARTHQUAKES



AUSD Safety Procedure: EARTHQUAKE DRILL & EARTHQUAKES

PRINCIPAL'S OFFICE/INCIDENT COMMANDER



	AUSD Safety Procedure: <i>BOMB THREAT</i>	
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TEACHER/STAFF

Evacuate when you hear 3 bells ring.

Be aware of pre-designated primary and alternate evacuation routes.

Take roster sheet and grade book with you.

Close classroom door and turn out lights as students leave.

Leave the building in an orderly manner without rushing or crowding.

If the situation warrants, vehicle evacuation will be used to transport students to another site.

If the emergency calls for an evacuation without the use of vehicles, walk from the building in the stated course.

Always evacuate crosswind and/or upwind away from any emergency by a safe route.

Students should be evacuated at least 300 feet from building and out of the way of emergency vehicles.

Reassembly the students and check roll to ensure that all students are accounted for.

Report any missing students immediately.

Note on roster any students who are released to parents.

Do not reenter the threatened building until you are instructed that it is safe to do so.

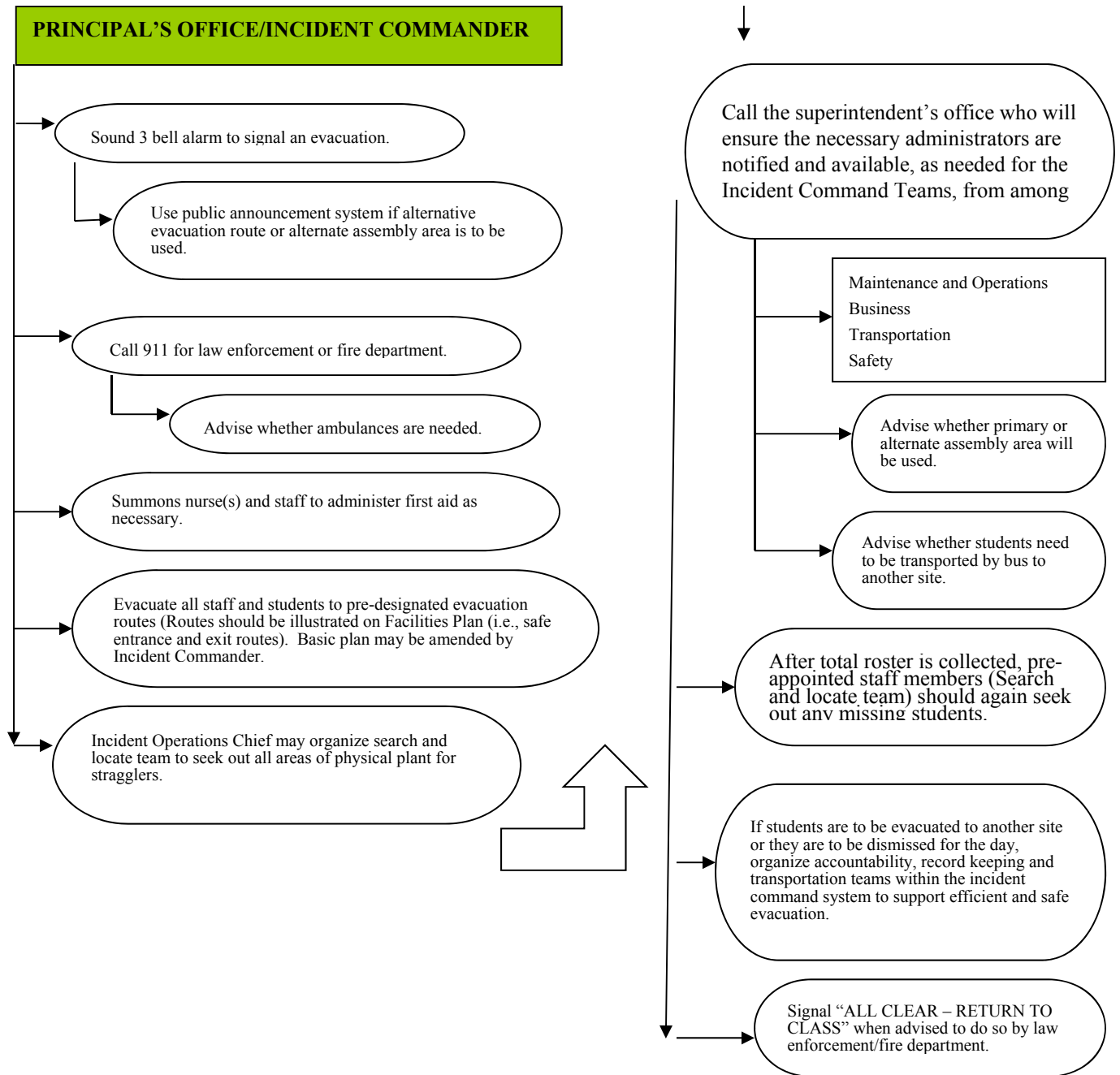
Any employee who receives a bomb threat shall immediately call 911 and report the threat to the principal or designee.

Any employee seeing a suspicious package shall promptly notify the principal or designee.

No school staff members shall search for or handle any potential incendiary device.

AUSD Safety Procedure: *BOMB THREAT (Continued)*

PRINCIPAL'S OFFICE/INCIDENT COMMANDER





ECR Mustang Camp

Welcome Back!!

We are here to support you!



Principal: Dr. Gray

Vice Principal: Mrs. Calderon

Teachers: All teachers

***Support Staff: Office staff, Aides,
Noon Duty, Custodians, Cafeteria
Staff, bus drivers ...***

MSW: Mr. Estrada

Campus Supervisor: Mr. Flores





ECR Promise!

***EVERY CHILD
LEARNING, EVERY
DAY, NO MATTER
WHAT IT TAKES!***



ECR Rules

1. BE RESPECTFUL

2. BE RESPONSIBLE

3. BE SAFE



Expectations for Safety



- *Wear your mask everyday inside and outside*
- *Socially Distance 3 feet*
- *Wash your hands when you enter a room or leave a room (that includes the bathroom!)*
- *Sanitize your hands after you wash*
- *Only use your materials*
- *Keep your hands & feet to yourself*
- *Use the equipment as intended*



EXPECTATIONS FOR LEARNING

- *Wear your mask everyday inside and outside*
- *Wear your uniform*
- *Be at school by 7:50 am everyday*
- *Bring your Chromebook fully charged, and bring the charger*
- *Bring your homework and any school materials you need*
- *Take notes and use your agenda*
- *Bring a refillable water bottle*
- *If using zoom, turn your camera on*
- *Actively participate*
- *Complete your homework and your canvas assignments*

Expectations For Chat Use



- ***Only use the chat for educational purposes. EX: to ask questions to the teacher, to answer questions pertaining to the lesson.***
- ***No private chats any time***
- ***No foul language or obscene images***
- ***Chats are monitored by the technology department and administration.***
- ***Failure to follow the rules, will get your chat use blocked/disabled.***
- ***Inappropriate behavior will be recorded in your school files***



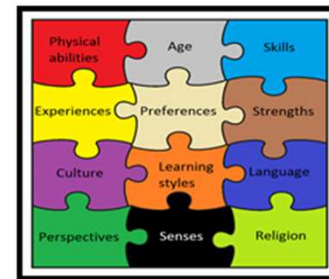
Nondiscrimination/Harassment

Equal access and opportunities

District prohibits, unlawful discrimination, including:

- No Discriminatory harassment (immigration & health)
- No Intimidation (face to face or on social media)
- No Bullying, targeted at anyone

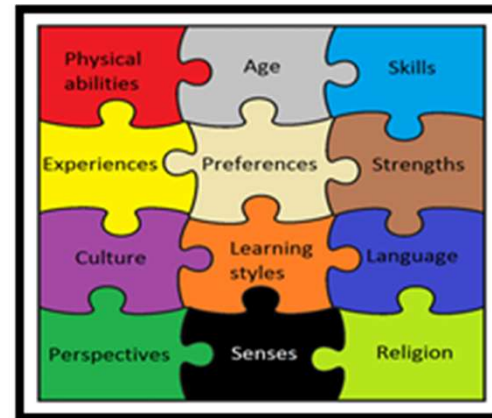
BP & AR 5145.3



Nondiscrimination/Harassment

Equal access and opportunities

BP & AR 5145.3



SEXUAL HARASSMENT

4 TYPES OF SEXUAL HARASSMENT

1. Sending inappropriate notes, emails, or messages
2. Sending or sharing inappropriate images or videos
3. Inappropriate touching
4. Making any inappropriate gestures

AS A SCHOOL WE MUST MAINTAIN A SAFE SCHOOL ENVIRONMENT (EVEN ONLINE)

Be Respectful with your words

Be Responsible with your actions

Be Safe by following school expectations

BP & AR 5145.7 (STUDENTS)



STOP SEXUAL HARASSMENT



HARASSMENT

4 TYPES OF HARASSMENT

1. Sending mean notes, emails, or messages
2. Sending or sharing mean images or videos
3. Touching
4. Making any inappropriate gestures

AS A SCHOOL WE MUST MAINTAIN A SAFE SCHOOL ENVIRONMENT (EVEN ONLINE)

Be Respectful with your words

Be Responsible with your actions

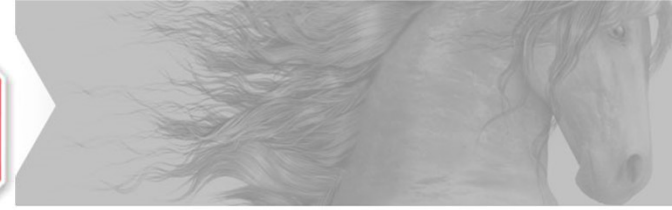
Be Safe by following school expectations.

BP & AR 5145.7 (STUDENTS)



STOP HATE MOTIVATED BEHAVIOR

BP 5145.9



Expectations:

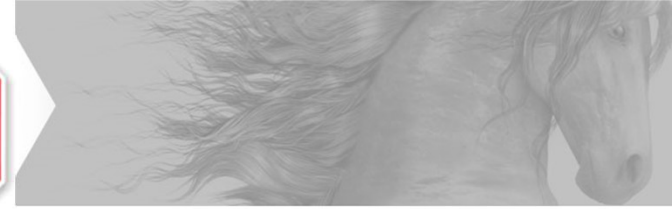
- Mustangs build positive relationships
 - Mustangs develop social-emotional learning
 - Mustangs promote understanding/respect for human rights, diversity, and acceptance in a multicultural society
 - Mustangs use strategies to manage conflicts constructively
- Mustangs in trouble seek

What Can You Do?

- If you believe you are a victim of hate-motivated behavior, we strongly encourage you to report the incident to a teacher, the principal, or other staff member
- Any staff member who is notified that hate-motivated behavior has occurred shall immediately contact the principal.
- Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures

STOP HATE MOTIVATED BEHAVIOR

BP 5145.9



Expectations:

- *Mustangs make friends*
- *Mustangs treat others with kindness*
- *Mustangs respect everyone*
- *Mustangs solve problems*
- *Mustangs in trouble ask for help*

What Can You Do?

- **Tell someone**
- **That person will tell the principal**
- **If it did happen, there will be consequences.**

AUSD STAFF ARE ALL MANDATED REPORTERS

***STUDENTS, IF YOU HAVE A PROBLEM OR
FEEL UNSAFE PLEASE TELL YOUR TEACHER
OR SOMEONE YOU TRUST!***



**BP & AR 5141.4 Child Abuse
Prevention and Reporting**

IT'S OK TO TELL!
If someone hurts you:

Say
NO like you mean it

GO
to a safe place

TELL
a trusted adult

Call **1-800-252-5400**
for help or **911** for emergencies
For more information: www.txabusehotline.org

Don't ever keep a secret that upsets you!

SUICIDE PREVENTION: WE CARE ABOUT YOU



Reach out to school personnel or other adults when you are experiencing thoughts of suicide or when you suspect or have knowledge of another student's suicidal intentions

To help you, we can provide:

- Crisis intervention procedures for addressing suicide threats or attempts
- Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide



SUICIDE PREVENTION: WE CARE ABOUT YOU



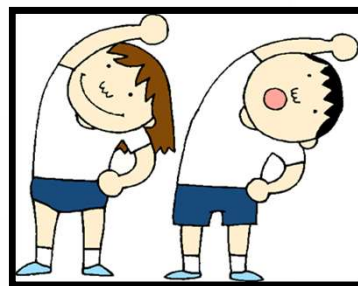
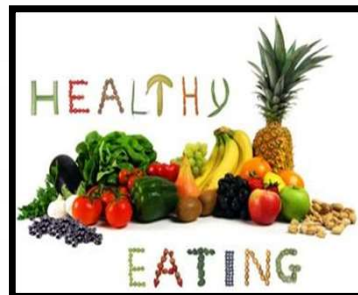
Tell someone if you or a friend want to hurt themselves

To help you, we can provide:

- Crisis intervention
- Counseling
- Coping strategies



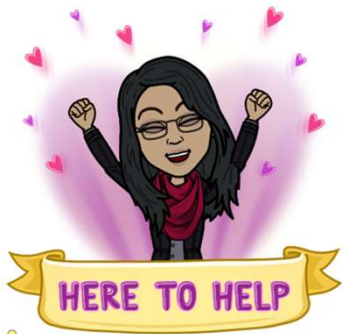
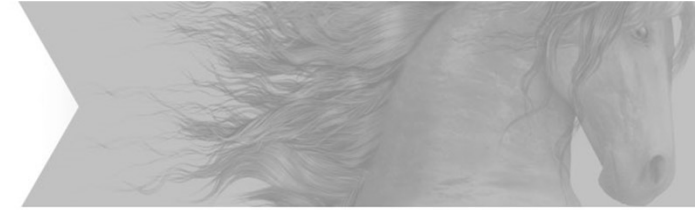
HEALTH & WELLNESS



- *Daily Breakfast & Lunch & Supper*
- *Eat healthier
snacks = snack size*
- *Include exercise in
your daily routine.*



Nondiscrimination in District Programs, Activities & Services



District assures equal opportunity for all individuals in district programs and activities free from discrimination

- ***INCLUDING DISTRICT SERVICES***
- ***CHILDREN HAVE RIGHT TO FREE PUBLIC EDUCATION***
- ***DISTRICT ASSURES ACCESS FOR INDIVIDUALS WITH DISABILITIES***

BP 0410

UNIFORM COMPLAINT PROCEDURE

- ***STUDENTS ARE NOT CHARGED FOR ANYTHING***
- ***STUDENTS ARE TREATED EQUITABLY***
- ***MRS. EMMA PEREIDA-MARTINEZ IS THE PERSON TO CONTACT IN THE DISTRICT***

BP & AR 1312.3



AN ECR MUSTANG DOES NOT:



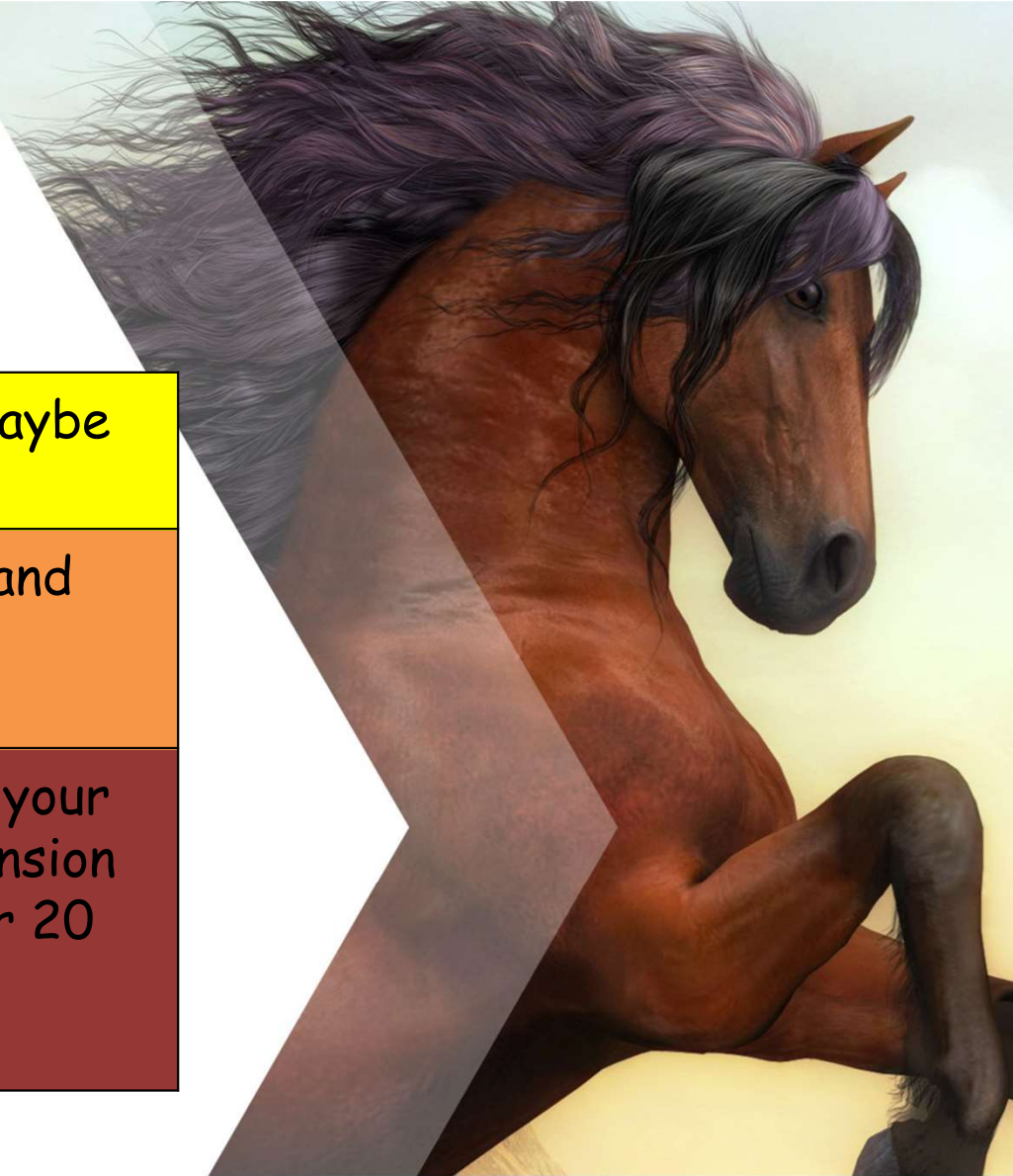
- Harass- bully, bother
- Threaten- say you will hurt them
- Intimidate- frighten/scare
- Retaliate- Get someone back
- Cyberbully - online bullying
- Injure - Hurt/Hit someone
- Discriminate- show hate towards students or school personnel



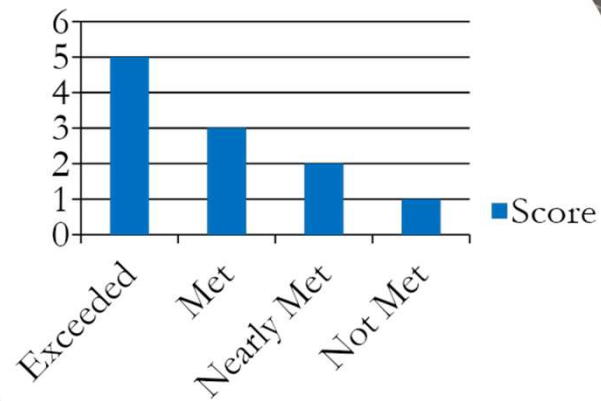


LEVELS OF DISCIPLINE

Warning	You and your teacher, maybe your parents
Minor	You and Administrator, and your parents-possible suspension
Major	You, Administrator, and your parents - possible suspension and loss of privileges for 20 days afterwards



WHERE ARE YOU? WHERE DO YOU WANT TO BE?



- **i-Ready testing began this week.**
- **Determines placement for this year.**
- **Try your best on the test!**



Choices



LIFE IS FULL OF CHOICES

*WHEN YOU MAKE GOOD
CHOICES, GOOD THINGS HAPPEN.*

*WHEN YOU MAKE BAD CHOICES,
BAD THINGS
HAPPEN.*

*Realize Your Potential – practice... Do
Your Best!*





ECR Mustang Motto

We will be known
forever by the tracks
we leave!

Native American Dakota Proverb



**Make
2021-2022
A
Positive Year
We Will All
Remember!**






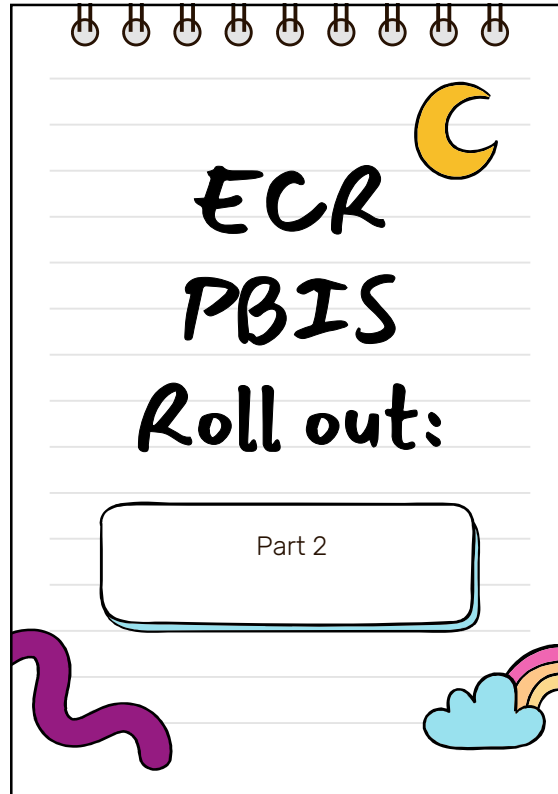
THANK YOU



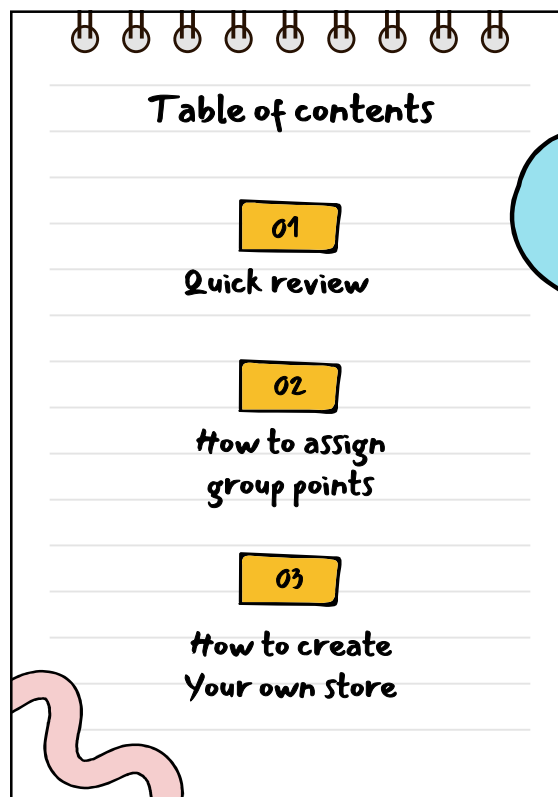
PBIS Expectation Matrix

El Camino Real Mustangs are **respectful**, **safe** and **responsible** students.

<i>School-wide Behavior Expectations</i>	<i>Office/Classrooms/ Common Areas</i>	<i>Library/Computer Labs</i>	<i>Hallways/ Walkways</i>	<i>Restroom</i>	<i>Cafeteria</i>	<i>Playground</i>
BE RESPECTFUL 	<ul style="list-style-type: none"> • Use your very quiet indoor voice. • Listen to and follow all adult instructions • Share and be fair. 	<ul style="list-style-type: none"> • Pay attention and use a quiet indoor voice. • Listen to and follow all adult instructions. • Share and be kind. 	<ul style="list-style-type: none"> • Hold the door open for the person behind you. • Call others by their preferred names. • Use polite language. • Be kind to others. 	<ul style="list-style-type: none"> • Flush toilet after use. • Return to your assigned area promptly. • Be an ally, never a bully. 	<ul style="list-style-type: none"> • Allow anyone to sit next to you. • Use your very quiet indoor voice. • Be an ally, never a bully. 	<ul style="list-style-type: none"> • Play fairly and follow the rules. • Include everyone. • Wait for your turn.
BE SAFE 	<ul style="list-style-type: none"> • Walk facing forward. • Keep hands, feet, and objects to yourself. • Use all equipment and materials properly and treat them with care. 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself. • Use chairs, books and equipment. • Handle things properly and carefully. 	<ul style="list-style-type: none"> • Always walk. • Stay to the right and allow other to pass. • Keep hands, feet and objects to yourself. • Hold P.E. equipment until you get to the yard. 	<ul style="list-style-type: none"> • Keep feet on the floor. • Keep soap and water in the sink. • Wash hands thoroughly. • Leave food with a friend outside the restroom. 	<ul style="list-style-type: none"> • Keep all food to yourself. • Sit with feet on floor, bottom on bench and facing the table. • Pass things hand to hand only. 	<ul style="list-style-type: none"> • Walk to and from the playground. • Stay within the boundaries. • Be aware of activities and games around you. • Walk by the toys.
BE RESPONSIBLE 	<ul style="list-style-type: none"> • Pay attention at all times. • Be responsible for your actions. • Stash your trash and leave no trace. 	<ul style="list-style-type: none"> • Treat property and equipment carefully-yours and others. • Stash your trash. • Return items on times. 	<ul style="list-style-type: none"> • Use a quiet, indoor voice. • Stay on the sidewalk or walkway. • Stash your trash and recycle. 	<ul style="list-style-type: none"> • Give people privacy. • Use your quiet indoor voice. • Stash your trash. 	<ul style="list-style-type: none"> • Raise hand if you need help. • Use the restroom signal. • Get all food, utensils and drinks when going through the line. • Stash your trash, clear your space, and leave no trace. 	<ul style="list-style-type: none"> • Get permission before leaving the area. • Freeze when the bell rings. • Follow all supervisor's instructions. • Stash your trash and leave no trace.



1



2

Safe
Respectful
Responsible

What kinds of behaviors can earn students Mustang Money?

Online School Expectations

Tying it back to our ECR Expectations of being Safe, Respectful and Responsible

Problem Behaviors	When & where are they occurring	Desired Behaviors (Opposite of Column 1)	Expectation Focus
Students are not being responsible by having their cameras turned off, so teachers are unable to assess their participation.	During synchronous and asynchronous instruction	Students turn on their cameras, so teachers can gauge their participation.	Responsible
Students are not logging into zoom/teams on time	During synchronous and asynchronous time	Students log into zoom/teams as expected at 8:45am, and at scheduled asynchronous meetings	Responsible
Students will often leave their seats during instructional time.	During synchronous time	Students should let the teacher know if they need to go do something.	Responsible/Respectful
Students lay down while lessons are taught and/or cameras are pointed to the ceiling or walls	during synchronized and asynchronous times	Students need to sit up and paying attention, also keep the camera on themselves	Responsible/Respectful
Students are not completing synchronous tests/ assignments when given time in class.	During synchronous time	Students complete any assignments or tests during synchronous time when asked.	Responsible
Students do not turn in asynchronous assignments.	During asynchronous time	Students complete their asynchronous assignments.	Responsible
Students are muting and unmuting without permission.	During synchronous	Students mute and unmute when teacher indicates.	Responsible/Respectful
Students are misusing their electronic device to chat, bully or look up inappropriate content.	during synchronized and asynchronous times	Students use their electronic device for educational purposes only.	Responsible/Respectful/Safe
Students are letting distractions get in the way of theirs and others' learning	Synchronous instruction.	Students are being respectful and responsible by removing distractions from their environment.	Responsible/Respectful
Parents are giving answers before their child has time to figure out for themselves.	During synchronous and asynchronous time	Students need to do the work themselves	Responsible
Students are eating ALL day long	during synchronized and asynchronous times	Students need to eat before 9:45, on break, or at lunch	Responsible

3

Review:

min. 30 pts assigned
daily per teacher


Behavior Reinforcement Schedule















Goal	Monday	Tuesday	Wednesday	Thursday	Friday
Week #1 PBIS Expectations Blitz	Re-teaching and Acknowledge Matrix Respect	Re-teaching and Acknowledge Matrix Respect	Re-teaching and Acknowledge Matrix Responsibility	Re-teaching and Acknowledge Matrix Responsibility	Re-teaching and Acknowledge Matrix Safety
Week #2 Targeted Reinforcement	Acknowledge biggest behavior concern (staying on mute)	Acknowledge biggest behavior concern (staying on mute)	Acknowledge biggest behavior concern (staying on mute)	Acknowledge biggest behavior concern (staying on mute)	Acknowledge biggest behavior concern (staying on mute)
Week #3 Targeted Reinforcement	Acknowledge next behavior (being on time)	Acknowledge biggest behavior concern (staying on mute)	Acknowledge next behavior (being on time)	Acknowledge biggest behavior concern (staying on mute)	Acknowledge next behavior (being on time)
Week #4 Targeted Reinforcement	Acknowledge last behavior (removing distractions)	Acknowledge next behavior (being on time)	Acknowledge last behavior (removing distractions)	Acknowledge next behavior (being on time)	Acknowledge last behavior (removing distractions)

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4

What kinds of behaviors can earn students Mustang Money?

 **Virtual Classroom Jobs**

Job	Responsibility	Student
Attendance Taker	Keep track of who attended each session.	
Chat Monitor	Keep track of chat comments.	
Class DJ	Choose a song from the teacher's playlist for each class period to either start or end with.	
Class Meeting Leader	Lead morning/afternoon meeting.	
Class Monitor	Make sure every student has what is needed and is ready to learn.	
Greeter	Greet each student as they sign on.	
Librarian	Choose a book from the teacher's list to be read to the class.	
Morale Booster	Bring a positive quote or joke to each class meeting.	
Participation Checker	Keep track of student participation during sessions.	
Peer Supporter	Provide academic support during sessions.	
Substitute	Complete the job of any absent student.	
Teacher Assistant	Support the teacher in various tasks during sessions.	
Tech Support	Help students with any tech issues during and after sessions.	
Time Keeper	Monitor time during sessions.	

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5

Group Points!

To save time, you can use the option to assign group points to your students!

6

Steps to assign group points:

Step 1: Select the group icon from your main dashboard.



Step 2: Select your group that you want to assign points to.


Step 3: Select all students and remove any that you don't want to reward.



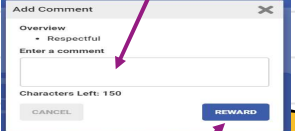
7

Steps to assign group points Continued:


Step 4: Select the desired behavior box.



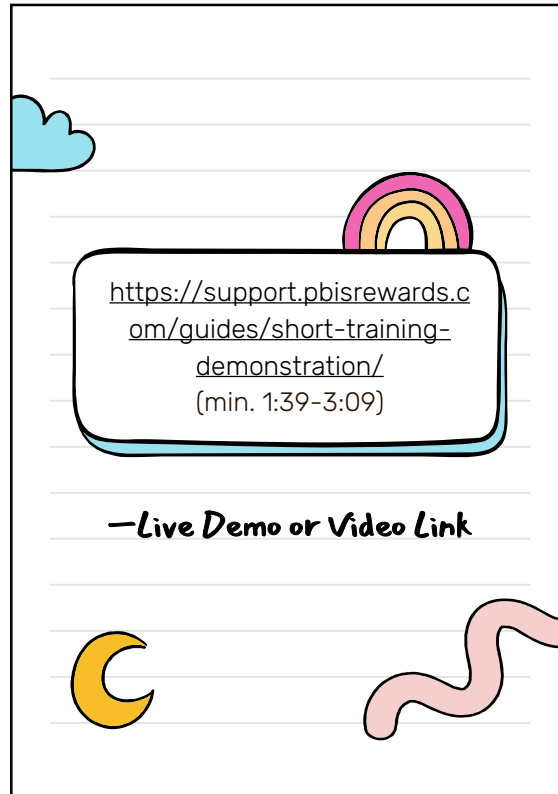
Step 5: Select the comment tab- add your custom link describing positive behavior.



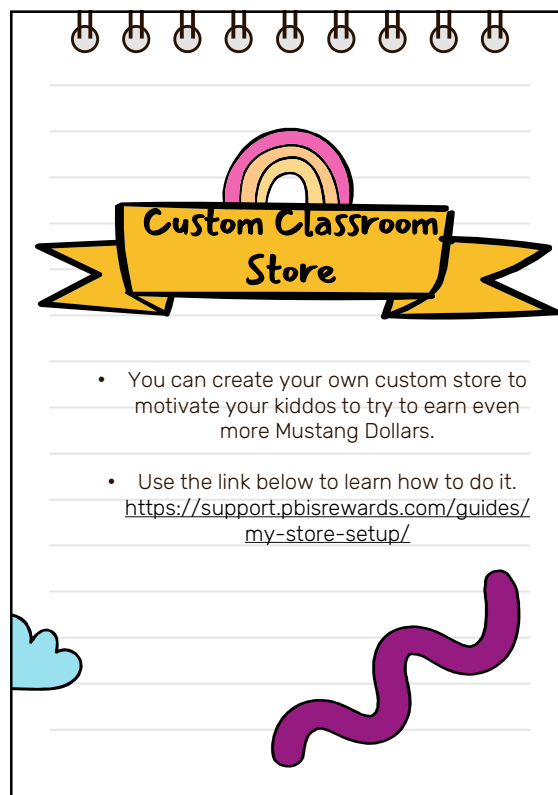
Step 6: Select the Reward option to distribute to students!




8



9




10



Custom Store:
**What items can we use
 that won't break the
 bank?**

<https://www.pbisrewards.com/pbis-incentives/>

11

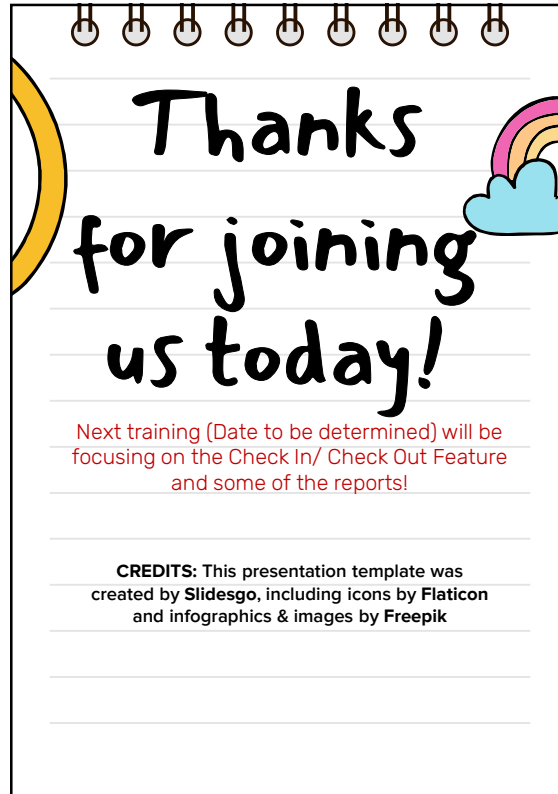


To date, ECR teachers
 have given out
3,943
 Mustang Dollars!

Points by Month

Grade	Aug	Sep	Oct	Nov	Dec	Jan
Grade Total	0	0	0	0	0	2943
Pre-K	0	0	0	0	0	172
Grade K	0	0	0	0	0	434
Grade 1	0	0	0	0	0	538
Grade 2	0	0	0	0	0	580
Grade 3	0	0	0	0	0	593
Grade 4	0	0	0	0	0	338
Grade 5	0	0	0	0	0	1087
Grade 6	0	0	0	0	0	201

12



**REMOVAL OF STUDENT FROM SCHOOL
DURING SCHOOL HOURS**

The student was removed from _____ School during school hours by _____
(School) (Department) (Title)

When making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district. (BP/AR 5145.11)

(Student's Name) (Birthdate) (Age)

(Parent/Guardian's Name) (Address) (Phone)

1. _____
(Facility and address where child was taken)

2. Name of Peace Officer _____ Badge No. _____

3. Mental Health/Law Enforcement Agency _____

4. **Basis for action (check one)**

- ☐ Section 836 – Penal Code (Arrest without warrant)
☐ Warrant for arrest
☐ Section 5150 – Welfare and Institutions Code – Danger to self/other, gravely disturbed
☐ Section 305 – Welfare and Institutions Code – Without warrant (protective custody)
☐ Section 625 – Welfare and Institutions Code – Without warrant (minor is suspected of a crime)
☐ With express permission of parent
☐ In case of emergency when parent cannot be reached
☐ In case of emergency when rights of one of the persons involved might otherwise be seriously impaired (such as child abuse investigation)

5. Parent notified by _____ of the removal and place where student taken. ***Except in child abuse investigation**
Date _____ Time _____ Means _____

Superintendent/Designee Notified and written report submitted by _____ Time _____

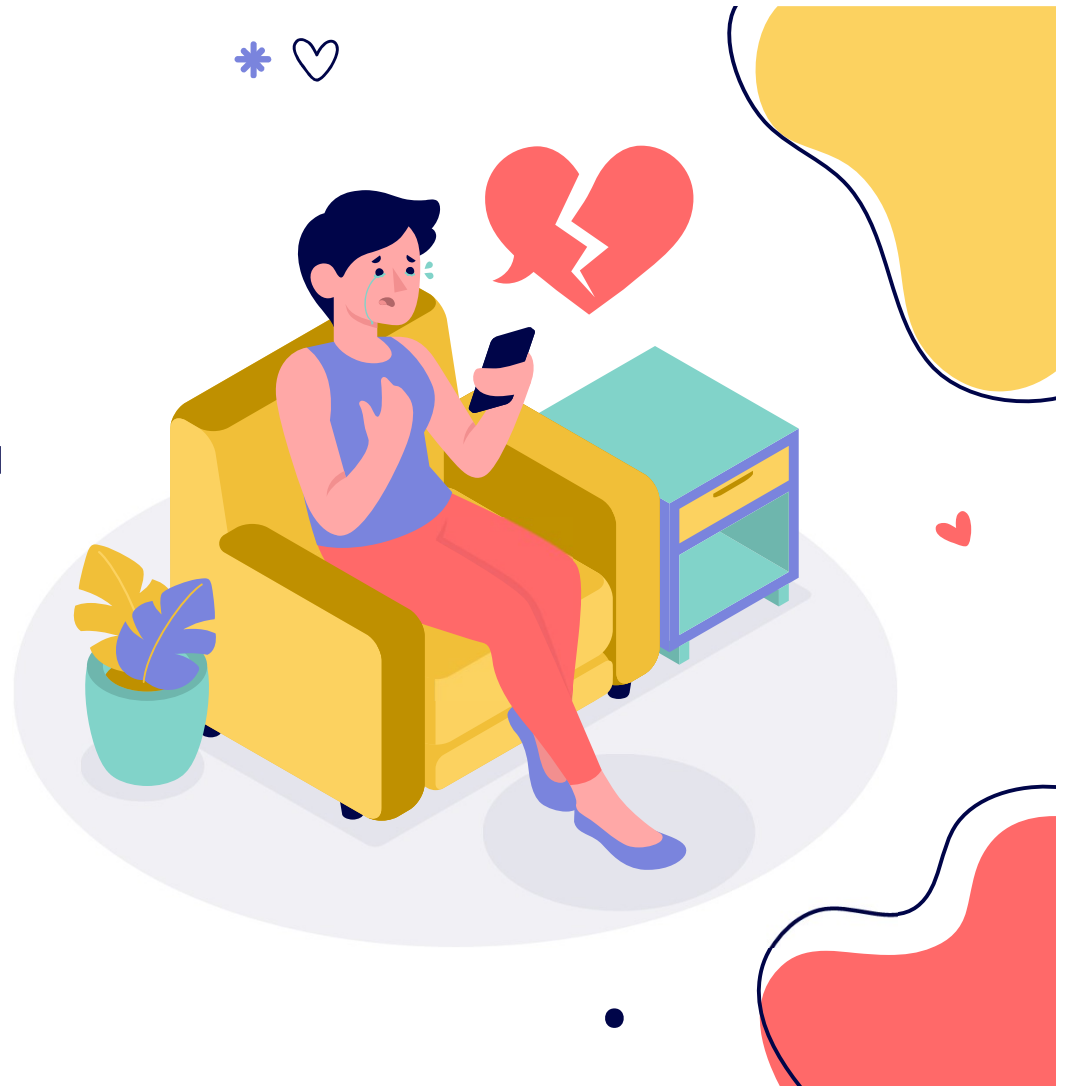
Signature of Principal/Designee

Date/Time

***E.C. 48906. When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.**

R.U.L.E.R

An evidence-based
approach to social and
emotional learning (SEL)



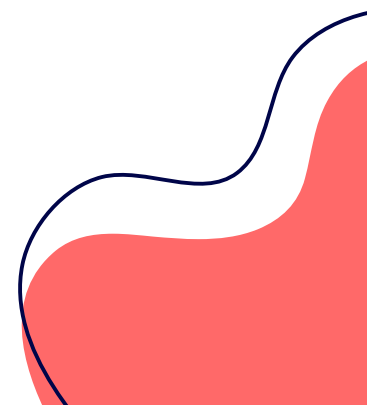
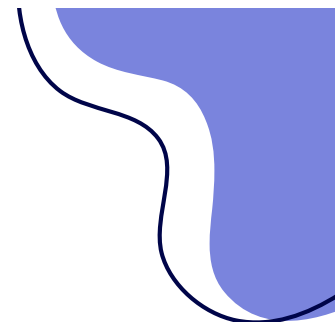
HOW DO YOU FEEL TODAY?

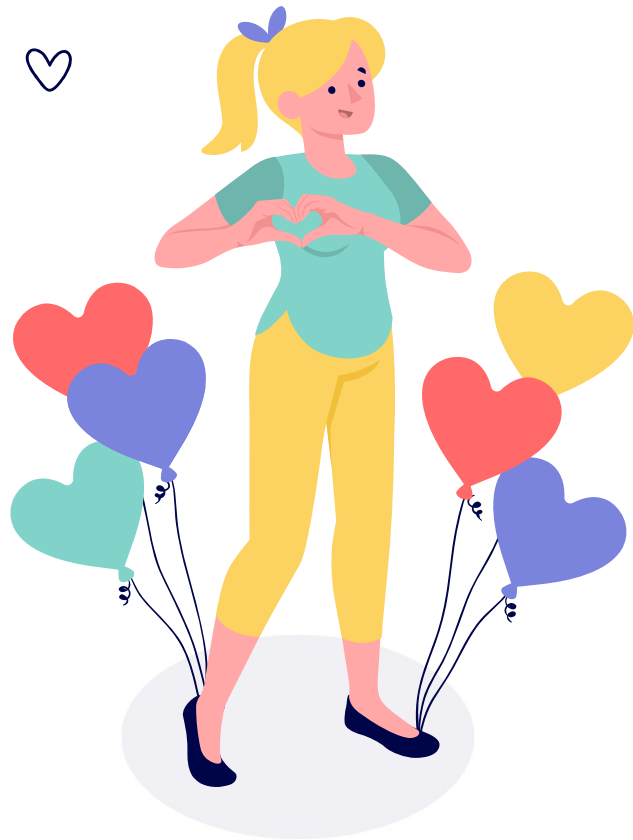


Happy



Sad





What is Social emotional Learning?



- SEL are a set of skills that help manage emotions, show empathy towards others and help us make caring decisions.
- In learning these skillsets, you will acquire and be able to apply healthy learning habits that will help you and your students in the future.



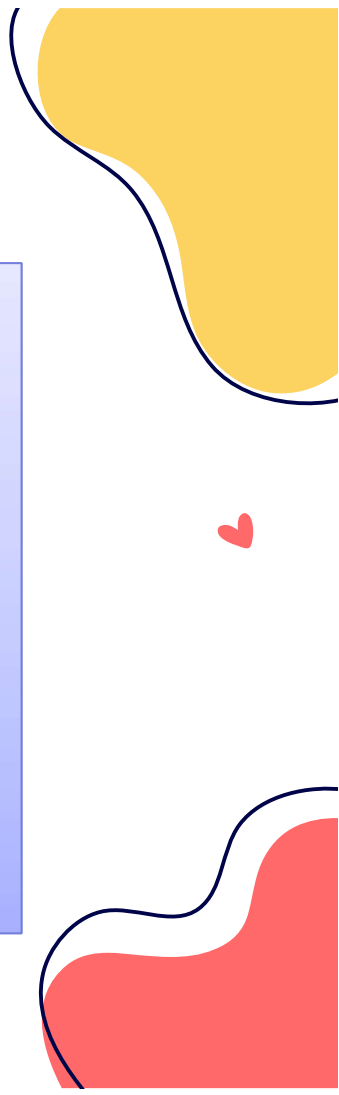
- Social and Emotional learning is also evidence based.
- If you can improve the students' SEL, you can improve their attitudes, relationships and academic performance in the classroom.
- It can also decline a student's anxiety and behavioral problem.





Characteristics (in summary);

- Self-Awareness
 - Self-Management
 - Social Awareness
 - Relationship Skills
 - Responsible Decision-Making
- 



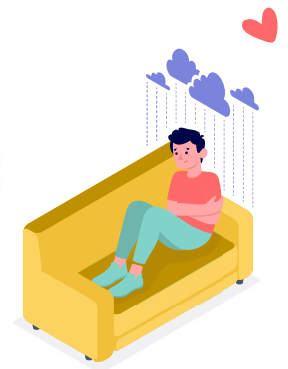
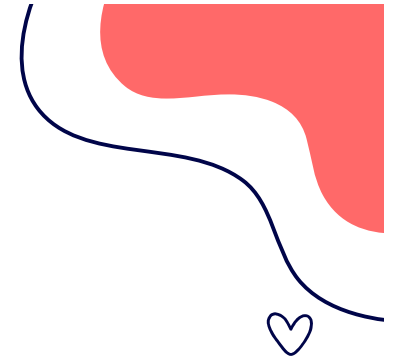
*Educating the
mind without
educating the
heart,
is no education at
all.*

-Aristotle

WHAT ARE THE EMOTION SKILLS OF RULER?

The acronym RULER stands for the following emotion skills:

- **Recognizing** emotions in oneself and others through facial expressions, body language, voice, behavior
- **Understanding** the causes and consequences of emotions in oneself and others
- **Labeling** emotions with accurate words from a nuanced vocabulary
- **Expressing** emotions differently depending on context, situational expectations, and culture
- **Regulating** emotions with effective strategies and supporting others in their regulation of emotions



WHY SHOULD SCHOOLS IMPLEMENT RULER?



RULER CAN HELP CREATE A POSITIVE ENVIRONMENT WHERE STUDENTS FEEL SAFE TO LEARN AND PEOPLE GET ALONG WITH EACH OTHER.



SCHOOLS THAT HAVE IMPLEMENTED RULER REPORT:

- More positive climates
- Less bullying behavior
- Increase in attendance
- Decrease in suspensions

STUDENTS WITH RULER SCHOOLS EXPERIENCE:

- Fewer attention problems
- Better academic performance
- More autonomy and leadership
- Less anxiety and depression



RULER SCHOOLS ALSO REPORT MORE WARMTH AND CONNECTEDNESS BETWEEN TEACHERS AND STUDENTS.

- RULER VIDEO LINK
- [Building Social Emotional Awareness in the Classroom With the RULER Approach – YouTube](#)



**RULER OFFERS FOUR ANCHOR
TOOLS TO HELP EVERYONE
LEARN AND PRACTICE THE
★ SKILLS OF SOCIAL EMOTIONAL
INTELLIGENCE.**



01

THE CHARTER

Builds and sustains a positive climate through a shared agreement between people about how they feel at work or while engaging in learning.

02

THE MOOD METER

Builds greater self and social awareness about our emotions.

03

THE META MOMENT

Trains people to respond to emotional triggers in more effective ways that align with one's best self.

04

THE BLUEPRINT

Provides a structure to problem-solve interpersonal conflicts with empathy and perspective taking.





Thank you for attending!

The next session will focus on the
charter and the mood meter!





RULER ONLINE

THE CHARTER AND MOOD METER



The Value of The Charter

- ACCORDING TO RESEARCHERS FROM THE YALE CENTER OF EMOTIONAL INTELLIGENCE 75 PERCENT OF STUDENTS RESPONDED WITH “UNPLEASANT EMOTION” WHEN ASKED *HOW DO YOU FEEL IN SCHOOL?* (STUDENTS WHERE HIGH SCHOOLERS).
- EMOTIONS INCLUDE FEELINGS OF TIREDNESS, FEELING STRESSED AND BOREDOM.
- TEACHERS HAD SIMILAR EMOTIONS WITH ONE COMMON EMOTION THAT LACKED WHICH WAS HAPPINESS.
- THE CHARTER CAN HELP TO ENHANCE THE EMOTIONAL CLIMATE OF THE SCHOOL BY BRINGING TOGETHER THE FEELINGS OF EVERYONE AND ARTICULATE STRATEGIES ON HOW YOU WANT TO FEEL WHEN YOU ARE AT SCHOOL.



Our School Charter

AS A SCHOOL, WE WANT TO FEEL...IN ORDER TO HAVE THESE FEELING WE WILL:

- **HAPPY**—GREET EVERYONE WITH A SMILE AND REMEMBER TO LAUGH WITH ONE ANOTHER.
- **SAFE**—FOLLOW THE SCHOOL RULES AND KEEP OUR HANDS AND FEET TO OURSELVES
- **RESPECTED**—PRACTICE GOOD MANNERS AND ACCEPT EACH OTHER'S DIFFERENCES.
- **UNDERSTOOD**—KNOW WHEN TO STEP-UP AND STEP-BACK
- **LOVED**—BE PATIENT, KIND AND HELP ONE ANOTHER.

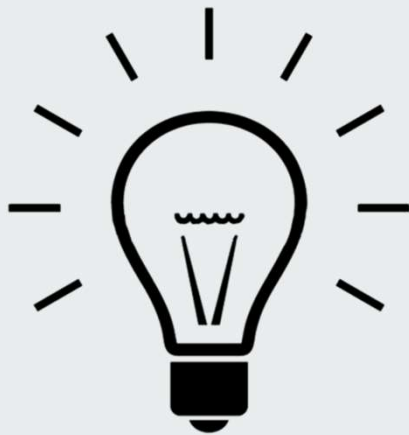
The importance of consistency

- THE CHARTER IS DESIGNED TO BE A “LIVING DOCUMENT,” WHICH MEANS THAT IT SHOULD CONTINUOUSLY BE REVISITED TO ENSURE THAT BEHAVIORS ARE BEING DISPLAYED WITHIN YOUR SCHOOL.
- REMEMBER TO REFLECT...
- REMEMBER TO REVIEW...
- REMEMBER TO STAY CONSISTENT...





The Mood Meter: Building RULER Skills



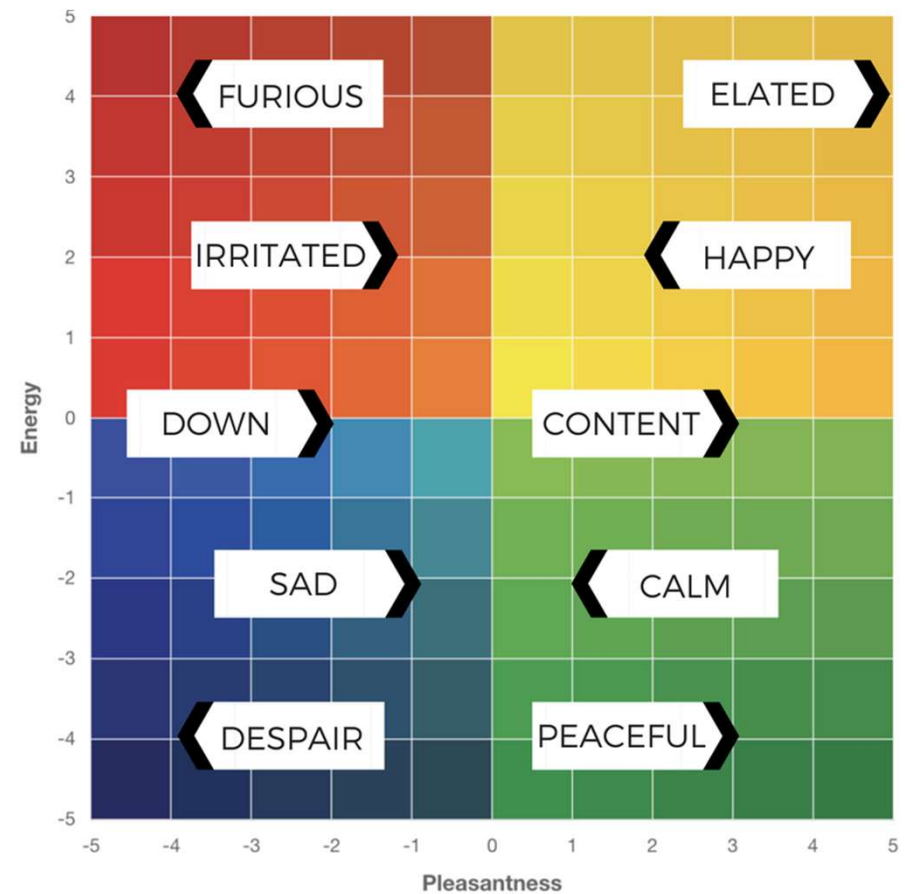
- THE MOOD METER IS A TOOL THAT CAN HELP US BUILD ALL FIVE OF THE RULER SKILLS.
- WE CAN USE THE MOOD METER TO...RECOGNIZE, UNDERSTAND, AND LABEL EMOTIONS, WHICH BUILDS OUR SELF- AND SOCIAL-AWARENESS.
- ONCE WE ARE AWARE OF WHAT WE AND OTHERS ARE FEELING, WE CAN USE THIS AS A STARTING POINT FOR EXPRESSING AND REGULATING OUR EMOTIONS.
- MOODS ARE BROKEN DOWN INTO TWO DIMENSIONS; WHICH ARE PLEASANTNESS AND ENERGY.



How to use it?

1. THE HORIZONTAL X-AXIS MEASURES PLEASANTNESS, RANGING FROM -5 (THE MOST UNPLEASANT YOU'VE EVER FELT) TO +5 (THE MOST PLEASANT YOU'VE EVER FELT).
2. THE VERTICAL Y-AXIS MEASURES ENERGY, FROM -5 (THE LEAST ENERGETIC YOU'VE EVER FELT) TO +5 (THE MOST ENERGETIC YOU'VE EVER FELT).

Let's
Practice...

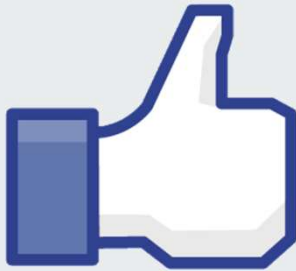




Where do you live on the
Mood Meter?



The Mood Meter: Understanding your Emotion



- **RECOGNIZING:** *WHERE AM I ON THE MOOD METER?*
- **UNDERSTANDING:** *WHAT MAY HAVE CAUSED ME TO EXPERIENCE THIS EMOTION?*
- **LABELING:** *WHAT SPECIFIC WORD BEST DESCRIBES MY EMOTION?*
- **EXPRESSING:** *HOW AM I DISPLAYING THIS EMOTION THROUGH MY FACIAL EXPRESSIONS, BODY LANGUAGE, OR BEHAVIOR?*
- **REGULATING:** *IS THIS EMOTION HELPFUL TO ME? IF SO, HOW WILL I MAINTAIN IT? IF NOT, WHAT STRATEGY WILL I USE TO SHIFT IT?*

*Thank
You*

El Camino Real Elementary Staff Safety Meeting
1/18/22 (via Zoom)

Essential Question: What changes will be made at El Camino to make it a safer school?

Topic	Main Idea	Key Findings/Questions
Welcome & Review Norms	<ul style="list-style-type: none">Review Norms	
Safety Plan	Review Changes for the 2021-2022 Safety Plan	
Input/Suggestions	<ul style="list-style-type: none">Are there specific locations or high risk areas that we should look into?Are there specific concerns that we need to address?What can we do to increase our student climate?What strategies are working?	
Questions/Concerns	<ul style="list-style-type: none">Any questions/concerns pertaining to your SSA role can be messaged directly to me via teams.	
Thank you for coming today!		

Staff Member	Room #	Phone	Staff Member	Room #	Phone
Kinder			Dr. Beatrice Gray	Principal	100
Stacie Tremaine	K1	634	Guadalupe Calderon	Vice Principal	186
Martha Graham	K2	601	Olga Navarro	Secretary	101
Maria Lopez	K3	603	Eduvina Moreno	Clerk	102
Joanna Kieke TK	K4	604	Gigi Nguyen	Coach Room	181
Violeta Duran (Dual)	K5	605	Anita Ramirez	Specially Funded Clerk T1	111
Liliana Martinez (Dual)	K6	606	Anallely Lopez	SSF T1	179
Julie Mahan	E5	539	Eliseo Estrada	M1 PE Teacher	109
1st			Alondra Quintino	Nurse	420
Angela Alferez (DUAL)	E1	501	Elsa Quirino	Library	106
Melinda Havener	E2	502	Andrea Castro	Music Teacher	523
Jaqueline Parra	E3	503	Christie Caldwell	Art Teacher	
Itandegui Martinez (Dual)	E4	504	Joseph Flores	Campus Supervisor	108
Monica Gonzalez	E6	506	Luis Estrada	Social Worker	206
2nd			Daniel Romero	After School	207
Vanessa Valtierra	D1	401	Sammuru Lee	Activity Leaders	
Daisy Lucas (DUAL)	D2	402	Donny Horton	Activity Leaders	
Devon Conrad	D3	403	Ana Martinez	Dreambox/Noon Duty	
Carolina Nunez (Dual)	D11	411	Yadira Lievanos	Dreambox/Noon Duty	
Carrie Smith	D12	412	Guadalupe Vargas	Dreambox/Noon Duty	
3rd			Jess Mendez	Kids Code	
Melissa Robles	D4	404		Lounge	208
Flor Duran (Dual)	D7	419		Stem Classroom T4	471
Cristina Jaime (Dual)	D8	408	INSTRUCTIONAL AIDES		Noon Duty
Kim Handel	D9	409	Guadalupe Bautista	SDC 3/4th	Marisol Cardenas
Jennifer Velasco	D10	410	Maria Cruz	SDC 3/4th	Hermelinda Rios
4th			Griselda Garza	Speech Aide	Ana Torres
Teresa Galicia (Dual)	C5	305	Antanisha Cato	Aide a.m./Noon Duty	Gracie Goodwin
Eva Salcedo (Dual)	C6	316	Stacey Burton	Aide a.m.	
Jeanette Leon	C7	307	Samantha Bautista	Title III/Noon Duty	
Josefina Martinez	C8	308	Victoria Castaneda	Title III/Noon Duty	
Fabiola Robles	C3	303	Sara Smith	Title III/Noon Duty	Gate/Morning Day
5th			Ana Villalpando	Title III/ Noon Duty	Leonor Chavez
Larry Horton	C10	310	Leonor Chavez	Dual Aide p.m./ Noon Duty	Ana Torres
Kerrie Nisser	C9	309	Elizabeth Divelbiss	RSP Aide a.m./Noon Duty	Elizabeth Divelbiss
Yuliana Leyva (Dual)	D5	405		RSP PM/Noon Duty	
Isabel Perez (Dual)	D6	129	Diana Pimentel	Preschool p.m.	
Lizbeth Navarro	T3	180	Monica Milian	Preschool a.m.	
6th				Preschool a.m./p.m.	
Stephanie Heckman (Dual)	C12	312	MAINTENANCE /CUSTO		Intervention Aide
Jennifer Moya	C2	302	Maintenance Lead	Rick Perez	203
Kristine Shanley	C1	389	Custodial Day	Josue Jaime	
Nicholas Reyes (Dual)	C11	321	Cafeteria	Alex Alvarez	
Devon Harlan	T2	602	Grounds	Enrique Arambula	
SDC/RSP/INTERVENTION			Custodial Night	Benjamin Gonzalez	
Ginger Hemingway -SDC	C4	304	Custodial Day	Norma Rangel	
Elizabeth Amaro-K-3 Int.	T6	103	Custodial Night	Diana Tejeda	
Gayla Swope	T6	103	CAFETERIA		
Anna Gonzalez	T6	103	Lead Cook	Guadalupe Hernandez	201
Mark House	T6	103	Cook/Baker	Susana Delgado	
Michaela Torres	Speech Pat Remote		Cafeteria Helpers		
Josie Rivera SLP Assistant/Speech		105	Cafeteria Helpers	Daisy Acosta	
Adilene Moreno	Read 180 Aide		Cafeteria Helpers	Adilene Gonzalez	

1/20/22
ELL Safety Plan Input mtg

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Kim Handel	D9	409	Guadalupe Bautista ✓	SDC 3/4th	Marisol Cardenas
Jennifer Velasco	D10	410	Maria Cruz ✓	SDC 3/4th	Hermelinda Rios
4th			Angelica Resendez ✓	RSP PM/Noon Duty	Ana Torres
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Josefina Martinez	C8	308	Samantha Bautista	Title III/Noon Duty	
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Mark House	T6	103	Cafeteria Helpers		
Michaela Torres	Speech Pat Remote		Cafeteria Helpers	Daisy Acosta	

Safety Procedure Mtgs.

7/30/21



Authenticated = ✓ Classified



El Camino Real SSC MEETING AGENDA

MONTHLY SSC MEETING

Preparation/Bring: Agenda, paper, writing utensil

Date: 1/25/22 **Time:** 2:30-3:30 pm.

Attendance:

Location: Zoom <https://arvinschools.zoom.us/j/81940212897> Meeting ID **819 4021 2897** PW **ECR**

Mandatory for members

On site in the parent center if you would like to participate in person

Optional for non-members

Notice of Teleconferencing Pursuant to Executive Order N-29-20 and Government Code section 54953: The SSC will conduct this meeting via teleconference

or video conference with one or more officers participating from remote locations via telephone or other electronic means. Voting at this meeting shall be by roll call.

Meeting Objectives: To provide information to parents about Title I Programs and Services.

Participants/Group: SSC Members, Parents/guardians, and School and District Personnel

Facilitator: Lupe Calderon & Chairperson

Chairperson: Evelin Torres

Ground Rules: 1. Start and end on time. 2. Come prepared to participate. 3. Silence or turn off cell phones. 4. Stay focused on the Topic/presenters, 5. Respect others' opinions and ideas

ITEMS	ACTIONS	NOTES/PERSON RESPONSIBLE FOR
1. Call to Order		Call to order by: Evelyn Torres At:
2. Welcome and Introductions	Introductions of those present including new members Review of sign-in/attendance Roll Call/Verification of Quorum	
3. Review of Agenda	Explanation of items Requests for additional items/changes	
4. Read Minutes	Motion to Approve SSC Meeting November 16, 2021	M: 2nd: In favor: Opposed:
5. Public Comment	Green Act: Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another School Site Council meeting.	
6. School Accountability Report Card (SARC)	Review/ Approve SARC	M: 2nd: In favor: Opposed:
7. Summary of SPSA	7.1 Review state and local assessment data 7.2 Review of final SPSA Plan for Els, Goals 7.3 Review of Revised budget information to SSC based on final allocations 7.4 Review result of ongoing monitoring for EL program	
8. Safety Plan	Review and input of Safety Plan/ Approve Safety Plan	M: 2nd: In favor: Opposed:



El Camino Real SSC MEETING AGENDA

9. SSC and Advisory council member roles	Review roles and responsibilities	
10. LCAP Input Opportunities	<ul style="list-style-type: none">• Safe Welcoming Environment• Strengthening grade level standards-based instruction• Implementing Tiered Professional Development• Support English Learners development and use of Academic Language in Speaking, Listening, Reading, Writing	
11. Announce future meeting date	Tuesday, Feb 15, 2022 2:30 pm	
12. Upcoming Dates	Coffee with the Principal January 27, 2022 at 3:330 pm DAC Feb 9, 2022 9:00AM DELAC Feb 9, 2022 3:30pm ELAC Feb 15, 2022 8:00AM	
13. Adjournment		M: 2nd: In favor: Opposed: Meeting adjourned at



Thank You

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



National Suicide Prevention Week: September 6th - 12th

The week of **September 6th - 12th** is considered **National Suicide Prevention Week**. For this reason, the School Social Workers from BME, SV, ECR, and HD would like to invite all staff to take part in a few simple, but meaningful events that will be taking place in support of National Suicide Prevention Week. The events are as follows:

- **September 6th-12th:** Wear your **Purple & Turquoise Ribbon** for the whole week.
**Please use your ribbon from previous years, as we will not provide ribbons this year for safety purposes.*

In case students ask why you are wearing the ribbon you can say:

- **"It represents that we care about the well-being of everyone at our school and shows that we are willing to help them no matter what problems they may be having."**
- **"We want everyone to know that they are not alone."**
- **"We care about you and each other."**



Tuesday Sept 8 th	Wednesday Sept 9 th	Thursday Sept 10 th	Friday Sept 11 th
#JustBreathe At the beginning of class, take a minute to do a deep breathing exercise with your students.	#LetYourDreamsFly At the beginning of class, students can write a future goal or dream they want to accomplish.	#AUSDCares Purple Day! AUSD staff can show support by wearing a purple. Students can identify 3 things they like about themselves.	#YouMatter Students can write down the person that matters to them the most and why they matter to that person.

Suicide is the **second leading cause of death** among young people ages 10-19 in the U.S.

80% of the people who attempt suicide give warning signs.

Warning Signs:

Talk	Behavior	Mood
The person talks about: <ul style="list-style-type: none"> ▪ Wanting to die or kill themselves ▪ Feeling hopeless or having no reason to live ▪ Feeling trapped or in unbearable pain ▪ Being a burden to others 	Specific things to look for: <ul style="list-style-type: none"> ▪ Loss of interest in activities, hobbies, or school ▪ Isolating themselves from family and friends ▪ Sleeping too little or too much ▪ Aggression ▪ Looking for a way to kill themselves (searching online for materials) ▪ Visiting or calling people to say goodbye ▪ Giving away prized possessions 	People who are considering suicide often display one of more of the following moods: <ul style="list-style-type: none"> ▪ Extreme mood swings ▪ Depression ▪ Rage ▪ Irritability ▪ Anxiety ▪ Humiliation

Participating in National Suicide Prevention week are: Bear Mountain Elementary, El Camino Real Elementary, Sierra Vista Elementary, and Haven Drive Middle School, as well as the District Office and the Arvin Family Resource Center.

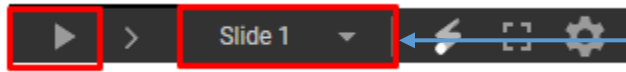
Thank you for your **SUPPORT!**
 -The School Social Workers

Tuesday, September 8th

#JustBreathe



- At the beginning of class, take a minute to do a deep breathing exercise with your students. (choose a slide)
- Choose from 9 deep breathing exercises
- Don't press the PLAY button. To switch slides press ENTER or Backspace or choose from Slides



<https://docs.google.com/presentation/d/17oiEj fom3ggA1WhmTngSXsVTJJsTbvnMLtNLI AwSfgY/preview?slide=id.p>

Wednesday, September 9th

#LetYourDreamsFly



- At the beginning of class, students can write a future goal or dream they want to accomplish
- Slide 1 is for lower grade level (English)
- Slide 2 is for lower grade level (Spanish)
- Slide 3 is for upper grade level (English)
- Slide 4 is for upper grade level (Spanish)
- Slide 5 is for middle school (English)

<https://docs.google.com/presentation/d/1xrl nKn1T9rcUQbsDl xgMwzib7y-0iMtdkGIMn7ApoHc/preview>

Thursday, September 10th

#AUSDCares

#PurpleDay #NationalSuicidePreventionDay



- Staff is encouraged to wear PURPLE to show support & bring awareness to Suicide Prevention
- Inform students they can talk to the school social worker if they have any type of problem, or talk to an adult (slide 1)
- Students can identify 3 things they like about themselves (slide 2)

<https://docs.google.com/presentation/d/11zebyUzTlBjuiZZhx6bgVBNJUMN2vc17WqD16uvh-ec/preview?slide=id.p>

Friday, September 11th

#YouMatter



- Students will identify the person that matters to them the most
- Students will write down why they matter to that person

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Threat Assessment and 5150 Procedures

5150 Procedure Checklist

THIS INFORMATION IS STRICTLY CONFIDENTIAL AND WILL NOT BE PLACED IN STUDENT CUME RECORDS

Student Name: _____ School: _____ Date: _____
Assessor Name: _____ Title: _____ Phone: _____

1. ☐ **ASSESSMENT OF HIGH RISK AREAS FORM**

Completed by: ___ Psych ___ SRO/Law Enforcement (LE) ___ Social Services Worker (SSW) ___ Counselor ___ Other _____

___ If you find 5150 Potential, contact:
___ Parent/Guardian, and ___ SRO/Law Enforcement (LE)
___ AUSD Release of Info.
___ KCDCFS Release of information, if applicable

___ If you find NO 5150 Potential,
___ Contact parent ___ Referrer for Counseling Services
End of formal assessment
___ Information shared with Administration

2. ☐ **ASSESSMENT OF HIGH RISK AREAS FORM to LAW ENFORCEMENT IF 5150 POTENTIAL**

___ LE CONSULTS with Psych/SRO/SSW/COUNSELOR OR/OTHER
___ LE assesses for 5150

___ LE ATTEMPTS INTERVENTION

Name(s)/Title: _____

___ 5150 DETERMINED,
___ Psych/SRO/SSW/Counselor/Other
___ Psych/SRO/SSW/Counselor/Other notifies Site Administrator who
will complete **Removal of Student Form** and make **Incident Report**
and copy: Assistant Superintendent & Psych Services

___ NO 5150 DETERMINATION
___ LE CONSULTS with Psych/SSW/ Counselor/Other regarding
Student Wellness Plan
___ A Student Wellness Team* meets and develops a Student Wellness Plan to
be placed in the 5150 Folder with the Site Administrator

☐ In DISPUTED 5150 CASES, AUSD Assistant Superintendent, or Designee will be called in to MEDIATE, 854-6512, and/or
Jennifer Bowling, AUSD Psychologist/Crisis Coordinator may be called in to CONSULT, 854-6534

3. ☐ **FOLLOW-UP**

___ LE notifies Site Administrator and Referring Professional of 5150 discharge (whenever possible)
___ Student Wellness Team* meeting is called by ___ Psych ___ SAP ___ SSW ___ Counselor ___ Other
___ Before and/or ___ After an AUSD student returns from 5150 Date of SWT: _____
___ Student Wellness Plan Developed:
___ (1) Safety/Educational Plan
___ (2) Mental Health Plan
___ (Special Education Only) IEP Scheduled Date: _____
___ Completed ___ Shared with appropriate parties
___ Student Wellness Plan/Release of information form placed in 5150 folder with Site Administrator
___ Psych/SAP/SSW/Counselor/Other keeps copy of: Student Wellness Plan, Checklist, High Risk Assessment Form, and Release of Information

*A Student Wellness Team minimally includes: Referring Professional, site administrator, parent/guardian, student, and may include Teacher, SRO/LE, Psychologist, Counselor, Vice Principal, SAP, SSW, Nurse, Mental Health Workers, Clinica Sierra Vista, Kern County Mental Health, private providers and/or others.

Comprehensive Youth Services/Arvin Union School District
Assessment of High Risk Areas

Student Name _____ ID# _____ Date _____
 (Give a copy of this form to: SRO/Law Enforcement)

SCHOOL _____ ADMINISTRATOR _____ PHONE _____

Completed by Referring Professional: _____ Title _____
 _____ (SIGNATURE)

Referrer's Phone _____ Cell _____

Suicide Risk: _____ Denied _____

Ideation _____ Current _____ Most Recent _____ Onset _____ Frequency _____
 Prior Attempts Method _____ Most Recent _____ Known? _____
 Intent _____ Plan _____ Means _____ Other's Suicide _____
 Self-Mutilation. _____ Method _____ Most Recent _____ Onset _____ Frequency _____
 Contributing Factors: _____
 Hospitalizations/Holds: _____
 Add'l Info/Reason for Referral: _____

1

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[illegible]

<input type="checkbox"/> Sad/Irritable/Angry/Withdrawn	<input type="checkbox"/> Insomnia/Hypersomnia	<input type="checkbox"/> Fatigue/Loss of Energy
<input type="checkbox"/> Diminished Interest	<input type="checkbox"/> Psychomotor Agitation/Retardation	<input type="checkbox"/> Feelings of Worthlessness/Guilt
<input type="checkbox"/> Weight Loss/Gain	<input type="checkbox"/> Inability to Concentrate	<input type="checkbox"/> Recurrent Thoughts of Death/Suicide

Family Mental Health History: Unknown _____ Denied _____
Relation _____ Diagnosis _____

[illegible]

CONFIDENTIAL

**REMOVAL OF STUDENT FROM SCHOOL
DURING SCHOOL HOURS**

The student was removed from _____ School during school hours by _____
(School) (Department) (Title)

When making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district. (BP/AR 5145.11)

(Student's Name) (Birthdate) (Age)

(Parent/Guardian's Name) (Address) (Phone)

1. _____
(Facility and address where child was taken)

2. Name of Peace Officer _____ Badge No. _____

3. Mental Health/Law Enforcement Agency _____

4. **Basis for action (check one)**

- ☐ Section 836 – Penal Code (Arrest without warrant)
- ☐ Warrant for arrest
- ☐ Section 5150 – Welfare and Institutions Code – Danger to self/other, gravely disturbed
- ☐ Section 305 – Welfare and Institutions Code – Without warrant (protective custody)
- ☐ Section 625 – Welfare and Institutions Code – Without warrant (minor is suspected of a crime)
- ☐ With express permission of parent
- ☐ In case of emergency when parent cannot be reached
- ☐ In case of emergency when rights of one of the persons involved might otherwise be seriously impaired (such as child abuse investigation)

5. Parent notified by _____ of the removal and place where student taken. ***Except in child abuse investigation**
Date _____ Time _____ Means _____

Superintendent/Designee Notified and written report submitted by _____ Time _____

Signature of Principal/Designee Date/Time

***E.C. 48906. When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.**

“Three in One” Drill Script

To be exercised at sites monthly, however, certain months can focus on specific drills as needed (for example, reverse lock-down, playground evacuation, lunchtime scenarios, etc.)

It is recommended that you schedule 1-2 drills per year with our SRO/law enforcement responding/on site to observe process and debrief.

Over the Intercom, please say:

“Students, staff and visitors this is Mrs./Ms./Mr. _____. In 60 seconds we will conduct a Lockdown, Drop & Cover, Evacuation Drill. This is only a drill.”

(Repeat every 15 seconds)

“Students, staff and visitors, in 45...30...15 seconds we will conduct a Lockdown, Drop & Cover, Evacuation Drill. This is only a drill.”

(At 60 seconds say)

“Students, staff and visitors lockdown now, turn off lights, close blinds. Assume a drop & cover position by dropping to your knees and taking cover under a table or desk. Protect your head with your arms and with your backs toward windows. Be silent and stand by for approximately the next 5-10 minutes. Drop & cover are appropriate actions to take in case of a lockdown or earthquake. This is only a drill.”

Deploy observers (school site lock-down team, SRO, other law enforcement, fire dept. etc. to check doors). Direct a District Office call to notify of drill, or in case of a real lock-down situation, to notify of situation.

Simultaneously announce the following...

“Students, staff and visitors, we are currently conducting a Lockdown, Drop & Cover, Evacuation drill for the next 5-10 minutes. Please remain silent. This is only a drill.”

(Repeat once every minute until all doors are checked)

(If more time is needed to check doors say) **“Students, staff and visitors we are currently conducting a Lockdown, Drop & Cover, Evacuation drill. Please stand by.”**

(Once all doors have been checked say...)

“Students, staff and visitors in a real lockdown do not open your doors and evacuate until law enforcement opens the door and releases you. We will now practice for a fire. Upon hearing the fire alarm please evacuate to your assembly area”.

(Evacuate everyone to the assembly area. Complete student, staff and visitor accountability. Deploy response teams. Return to class)

Special Note: Only lock doors that provide access to students, staff and visitors. Do not jeopardize staff by directing them to lock doors that do not provide access to students, staff and visitors such as exterior closets, utility rooms or empty rest rooms.

After Action Reporting/Corrective Action Plan

It is recommended that drills be followed by a debriefing to discuss:

1. What went well?
2. What can be done differently? (Next steps for continuous improvement)
3. Establish date of next drill.

Post-Drill Message to Students and Staff

(To be announced at end of the day or first thing the next morning)

“Students and staff this is Ms. Mrs. or Mr. _____. I want to commend you for (something they did well) during the drill. Next time we will need to (something that needs to be done differently). If a real lockdown is announced when you are not in class, listen to the adults around you and follow all directions given. Find a room you can lock yourselves and others into such as the _____, _____, or _____. Turn off all lights and close the blinds. Call 911 if you can and assume a drop & cover position and remain silent. Do not open the door until law enforcement opens the door and releases you.

P.E. teachers: If you and your students are close to an open room, get inside and lockdown. If you are far from the closest room - evacuate to the off campus assembly area, take cover and call 911 if you can.”

Finally, you will always be informed of an upcoming drill one day in advance or on the day of the drill. If you are ever directed to lockdown and no prior drill notification was given you must assume the lockdown is real. Thank you

Post-Drill Message to Parents

“Parents this is a 60 second message from Ms. Mrs. or Mr. at _____ School. Today our school conducted an emergency drill as part of our effort to keep students and staff safe and prepared. If this had been a real emergency requiring reunification of students and parents the reunification process on or off campus would require the following:

1. Students will only be released to parents or individuals listed on a student’s emergency card.
2. Parents or individuals listed on the student’s emergency card that are not recognized by school staff will be required to show picture identification.
3. After proper identification, parents or individuals listed on the student’s emergency card will be required to sign out their student(s).
4. Next destination of student(s) will be requested in case the other parent and/or guardian arrives later to sign out the student(s). Thank you

Post-Drill Message to Parents - (Spanish)

Estimados Padres y Madres,
Esto es un mensaje de ____ segundos de la escuela _____. Hoy fue dirigido un entrenamiento de emergencia como parte de nuestros esfuerzos para promover la seguridad de nuestros alumnos y empleados. Si esto hubiera sido una emergencia real el procedimiento de reunificación entre alumnos y sus familias en la escuela o en otro sitio alternativo requiere lo siguiente:

1. Alumnos solamente seran liberados a personas indicadas en su tarjeta de emergencia.

2. Individuos que no son reconocidos por empleados de la escuela necesitan mostrar indentificacion fotografico.

4. Se requiere la firma de la persona recogiendo el alumno.

4. Se les va pedir su proximo destino en caso de que otra persona venga a recoger el alumno y no se pueda comunicar con la primera persona. Muchas Gracias

Comprehensive School Safety Plan SB 187 Compliance Document

**2021-2022
School Year**

School: El Camino Real Elementary School
CDS Code: 15-63313-0113027
District: Arvin Union Elementary School District
Address: 911 El Camino Real Rd.
Arvin CA, 93203
Date of Adoption: February 15, 2022

Approved by:

Name	Title	Signature	Date
Evelin Torres	SSC President/ Parent	Evelin Torres	1/25/22
Lupe Calderon	Principal	Lupe Calderon	1/25/22