

Comprehensive School Safety Plan SB 187 Compliance Document

**2023-24
School Year**

School: El Camino Real Elementary School
CDS Code: 15-63313-0113027
District: Arvin Union Elementary School District
Address: 911 El Camino Real
Arvin CA, 93203
Date of Adoption: January 30, 2024

Approved by:



Name	Title	Signature	Date
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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- Hilda Ocampo

Logistics/Site Custodian- Carlos Reyes

Administrator Finance/ Student Success Facilitator- Daniela Duran

Administrative Designee-Gayla Swope

Academic Coach- Lilliana Martinez

School Nurse- Kasandra Hendricks

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 808 general education, Kindergarten through sixth grade students. 89.7% of students are socioeconomically disadvantaged, 60.1% are English Language Learners, 0.61% are foster youth, 1.60% are homeless, and 8.41% of our students have a disability. The ethnic makeup of the pupil population is 90.09% Hispanic, 8.53% White, .74% African American, 0.24% 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 five years, 2018-2019 (85% response rate), 2019-2020 (84% response rate), 2020-2021 (85% response rate), 2021-2022 (69% response rate 5th grade, 64% response rate 6th grade) and 2021-2022 (79% response rate 5th grade , 67 % response rate for 6th grade) California Healthy Kids Survey. The percentages below represent the school's responses from our 5th grade and 6th grade students who participated in the respective years.

OVERALL SUPPORTS AND ENGAGEMENTS - Part I

5th Grade Responses- 2018-2023

School Connectedness = 72%, 78%, 72%, 68%, 77%

Caring Relationships = 75%, 81%, 75%, 74%, 75%

High Expectations = 90%, 91%, 90%, 86%, 89%

Meaningful Participation = 46%, 50%, 46%, 45%, 57%

Perceived School Safety = 77%, 79%, 77%, 78%, 85%

6th Grade Response Rate - 2021-2023

School Connectedness = 54%, 59%

Caring Relationships = 57%, 55%

High Expectations = 77%, 81%

Meaningful Participation = 29%, 34%

Perceived School Safety = 52%, 64%

OTHER SCHOOL CLIMATE INDICATORS - Part II

5th Grade Responses- 2018-2023

Fairness = 76%, 81%, 76%, 62%, 73%

Rule Clarity = 89%, 95%, 86%, 91%

Social Emotional Learning Supports = 75%, 89%, 75%, 78%, 82%

Anti-Bullying Climate = 80%, 89%, 80%, 83%, 79%

Positive Behavior = 89%, 90%, 89%, 94%, 88%

Home High Expectations = 98% / 90%, 95%, 94%, 92%

Parent Involvement in Education = 78%, 78%, 83%, 78%, 76%

6th Grade Response Rate- 2021-2023

Fairness = 42%, 56%

Rule Clarity = 68%, 80%

Social Emotional Learning Supports = 61%, 66%

Anti-Bullying Climate = 68%, 70%

Positive Behavior = 85%, 87%

Home High Expectations = 90%, 72%

Parent Involvement in Education = 78%, 63%

The California Healthy Kids Survey was administered in March of 2023 providing staff, parents, and students an opportunity to give input concerning the safety and socioemotional well-being of our students. 2023 results indicate an overall increase in most areas. 79% (10% increase from 21-22) of 5th grade students and 67% (3% increase from 21-22) of 6th grade participated on the survey. The 2023 results demonstrated an increase 89% (3% increase from 21-22) of 5th grade students and 81% (4% increase from 21-22) of 6th grade students continue to feel that El Camino Real has high expectations. 76% (4% increase from 21-22) of 5th grade students and 63% of 6th grade students (13% decrease from 21-22) reported parental involvement. Caring relationships also increased from 74% to 75% for students. These three areas indicate a need for continued improvement in the overall school climate as we continue to offer opportunities for our families to be actively engaged during our school events. Student's social emotional wellness overall increased from 69% to 82% similar to parents and staff data. This area will continue to be a priority for the site as students continue to learn how to self-regulate and identify their social and emotional needs.

SUSPENSION RATES

The suspension rate declined from 0.2% to 0.0% in 2023. So far, the 2023-2024 school year we have had no suspensions. 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. Other effective interventions currently implemented are PBIS rewards 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. Classroom charters are set expectations where students have expressed how students want to feel and the commitments they have agreed on to engage, collaborate and establish positive relationships in a safe learning environment for all.

ATTENDANCE RATES

Per data from the Kern Integrated Data System (KIDS), Chronic absenteeism percentage for fall of 2023 is 15.23% which is a decrease of 10.0% from 2021-22 (25%) . Due to the current supports and interventions offered by the school many students have slightly improve as the data indicate a decrease of absences. We will continue to work with our students with disabilities and specific groups of students including English Learners, homeless, and socioeconomically disadvantaged to improve their attendance. Chronic rates are a continued concern as staff strive to engage all students to have the desire to be at school.

Overall attendance rates need to improve. Our current attendance rate is 95% an improvement from 93.16% in December 2022. It is an increase of 1.84% when compared to the winter 2022 attendance current average of 93.16%. 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: 8/15/23, 9/14/23, 10/12/23, 11/08/23, 12/01/23, 1/11/24, 2/15/24, 03/06/24, 04/19/24, 05/16/24 = 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); 10/02/23; 2/26/24; 4/5/24.

Earthquake Drills:

8/15/23, 10/12/23, 1/11/24, 4/19/24

AED Drill:

3/21/24

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2020 (%)	2021 (%)	2022 (%)	2023 (%)	Change
Finish all classroom assignments	92	95	70	72	-8
Absent 2 or more days in the past 30 days	28	NA	40	27	+2
Feel a part of the school	74	NA	61	83	+12
Adults at school care about you	90	97	85	82	-3
Safety at school	79	NA	99	97	-2
Harassed at school	40	NA	33	31	+3
Parents ask about school	86	90	72	76	-5

Selected Staff-Reported Indicators (California School Staff Survey)

	2020 (%)	2021 (%)	2022 (%)	2023 (%)	Change
Students are motivated to learn	NA	61	94	79	-15
Truancy is moderate/severe problem	NA	31	89	12	-77
School is a supportive/inviting place for students to learn	NA	100	94	96	+2
School is a supportive/inviting place for staff to work	NA	88	89	91	+2
School is a safe place for students	NA	NA	87	88	+1
Harassment/bullying is moderate/severe problem	NA	26	36	29	-7
School is welcoming to/facilitates parent involvement	NA	97	78	91	+13
School has clean and well-maintained facilities	NA	NA	95	96	+1

Suspensions and Expulsions			
School	2020-21	2122-22	2022-23
Suspensions Rate	0.00	0.21	0.23
Expulsions Rate	0.00	0.00	0.00
District	2020-21	2122-22	2022-23
Suspensions Rate	0.10	0.84	0.80
Expulsions Rate	0.00	0.00	0.00
State	2020-21	2122-22	2022-23
Suspensions Rate	0.20	3.17	3.60
Expulsions Rate	0.00	0.07	0.08

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

Currently there are two full time Master Social Workers (MSW) school counselors 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. All visitors are required to sign in through the Raptor Visitor System before entering the campus.

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. Some of the issues occurring on campus involve student emotional issues beyond the realm of the school setting.
2. Family Resource Center referrals are made as needed case by case.
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 guiding coalition committee
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. K 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. Participation in the K-12 Recycling Challenge
20. 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.

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 Safe, Respectful and Responsible

2. El Camino Real Elementary school builds and fosters future meaningful relationships within the school setting: Physical Education opportunities for students to develop team building skills through various sport functions such as:

- Volleyball
- Basketball
- Soccer
- Flag Football
- Survey student interest

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 through ELOP clubs
3. ELOP: Afterschool Clubs: Arts & Crafts, Cooking club, photography, volleyball club, guitar club, STEAM, cheer club
4. Battle of the Books
5. Oral Language
6. Afterschool Intervention
7. Band/Music Class
8. Art Class
9. Gifted and Talented Education (GATE) Program
10. Safe School Ambassador (SSA) Program

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
 2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
 3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
 4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
 5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
 6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)
- Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

Reportable Offenses

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

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

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

Responsibility for Reporting

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

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

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

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

Reporting Procedures

1. Initial Telephone Report

- Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a 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)

Such reports shall be made to the following agency(ies):

Kern County Department of Human Services
100 E. California Avenue Bakersfield, CA 93307
661-631-6011/661-631-6568
(phone number)/(fax number)

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

2. Written Report

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

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

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

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

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

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

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

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

Training

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

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS) or the comparable model, "Get Safety Trained" through Kern County Superintendent of Schools. (Education Code 44691)

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

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

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

Victim Interviews by Social Services

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

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
 2. The selected person shall not participate in the interview.
 3. The selected person shall not discuss the facts or circumstances of the case with the child.
 4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
- If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

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

Parent/Guardian Complaints

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

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

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

Notifications

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

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

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally

liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Regulation ARVIN UNION SCHOOL DISTRICT

approved: August 17, 2021 Arvin, California

BP/AR5141.4 Child Abuse Prevention and Reporting

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Description

5 CCR 3200-3205 Special education compliance complaints

CCP. 340.1 Damages suffered as result of childhood sexual abuse

Ed. Code 215.5 Student identification cards; inclusion of safety hotlines

Ed. Code 32280-32289.5 School safety plans

Ed. Code 33133.5 Posters of telephone number for students to report child abuse or neglect

Ed. Code 33195 Heritage schools; mandated reporters

Ed. Code 33308.1 Guidelines on procedure for filing child abuse complaints

Ed. Code 44252 Teacher credentialing

Ed. Code 44691 Staff development in the detection of child abuse and neglect

Ed. Code 44807 Teachers' duty concerning conduct of students

Ed. Code 48906 Notification when student released to peace officer

Ed. Code 48987 Dissemination of reporting guidelines to parents

Ed. Code 49001 Prohibition of corporal punishment

Ed. Code 51220.5 Parenting skills education

Ed. Code 51900.6 Sexual abuse and sexual assault awareness and prevention instruction

Pen. Code 11164-11174.3 Child Abuse and Neglect Reporting Act

Pen. Code 152.3 Duty to report murder, rape, or lewd or lascivious act

Pen. Code 273a Willfully causing unjustifiable pain or mental suffering of child; endangering life or health

Pen. Code 286 Crime of sodomy

Pen. Code 288 Crime of oral copulation

Pen. Code 288 Definition of lewd or lascivious act requiring reporting

Pen. Code 289 Crime of sexual penetration

W&I Code 15630-15637 Dependent adult abuse reporting

Federal Description

42 USC 11434a McKinney-Vento Homeless Assistance Act; definitions

Management Resources Description

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

California Department of Education Publication Health Framework for California Public Schools, Kindergarten Through Grade Twelve

Court Decision *Camreta v. Greene* (2011) 131 S.Ct. 2020

CSBA Publication *Why Schools Hold the Promise for Adolescent Mental Health*, Governance Brief, May 2019

Website CSBA District and County Office of Education Legal Services

Website California Department of Social Services, Information Resources Guide

Website California Department of Education, Child Abuse Prevention Training and Resources

Website U.S. Department of Health and Human Services, Child Welfare Information Gateway

Website California Attorney General's Office, Suspected Child Abuse Report Form.

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

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 SUPT. OR DESIGNEE.

BOMB THREAT

IN THE EVENT OF A BOMB THREAT THE FIRE ALARM WILL BE IMMEDIATELY ACTIVATED AND THE BUILDING EVACUATED. THE POLICE DEPT. 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 THE 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 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 & SEPARATE STUDENTS BY GENDER AND COORDINATE SLEEPING ARRANGEMENTS.

USE OF LAVATORY FACILITIES

TEACHERS WILL ASSIST WITH ESCORTING STUDENTS IN GROUPS OF (4) FOUR 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 THE 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.

*In the 2018-2019 school year, Arvin Union School District began transitioning to the Standard Respond Protocol (SRP) from the I Love You Guys Foundation into the safety plan procedures. Within the SRP, are four foundational protocols including lockout, 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 and will have full implementation in the school year 19-20.

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/Standard Response Protocol

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, Rebecca Ruiz.

In addition, there is an Emergency Plan for Students with Special Needs and 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

Definitions

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

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

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

Notice of Regulations

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

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

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

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

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

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

Additional Grounds for Suspension and Expulsion: Grades 4-12

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

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

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

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

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Additional Grounds for Suspension and Expulsion: Grades 9-12

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

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

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension.

A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

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

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

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

Length of Suspension

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

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

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

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

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

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

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

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

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

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

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

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

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

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

The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication or other medication prescribed by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

Student's Right to Expulsion Hearing

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

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

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

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

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

Stipulated Expulsion

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

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

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

Rights of Complaining Witness

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

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

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

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

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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

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

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

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

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

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person who is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

iii. The person conducting the hearing may:

- a. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
- b. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
- c. Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

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

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

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

1. Periodic review, as well as assessment at the time of review, for readmission
 2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
- With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

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

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

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

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

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

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

Notification to Law Enforcement Authorities

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

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

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

Placement During Expulsion

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

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

3. Not housed at the school site attended by the student at the time of suspension

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

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

Readmission After Expulsion

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

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

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

Maintenance of Records

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

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

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

Policy ARVIN UNION SCHOOL DISTRICT

Suspension and Expulsion/Due Process BP/AR 5144.1

Revised July 21, 2020 Arvin CA

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Description

CCP. 1985-1997 Production of evidence; means of production
 Civ. Code 47 Privileged communication
 Civ. Code 48.8 Defamation liability
 Ed. Code 17292.5 Program for expelled students
 Ed. Code 1981-1981.5 Enrollment of students in community school
 Ed. Code 212.5 Sexual harassment
 Ed. Code 233 Hate violence
 Ed. Code 32260-32262 Interagency School Safety Demonstration Act of 1985
 Ed. Code 35145 Open board meetings
 Ed. Code 35146 Closed sessions regarding suspensions
 Ed. Code 35291 Rules (for government and discipline of schools)
 Ed. Code 35291.5 Rules and procedures on school discipline
 Ed. Code 48645.5 Former juvenile court school students; enrollment
 Ed. Code 48660-48666 Community day schools

Ed. Code 48853.5 Foster youth
 Ed. Code 48900-48927 Suspension and expulsion
 Ed. Code 48950 Speech and other communication
 Ed. Code 48980 Parent/Guardian notifications
 Ed. Code 49073-49079 Privacy of student records
 Ed. Code 52052 Numerically significant student subgroups
 Ed. Code 52060-52077 Local control and accountability plan
 Ed. Code 64000-64001 Consolidated application
 Ed. Code 8239.1 Prohibition against expulsion of preschool student
 Gov. Code 11455.20 Contempt
 Gov. Code 54950-54963 The Ralph M. Brown Act
 H&S Code 11014.5 Drug paraphernalia
 H&S Code 11053-11058 Standards and schedules
 Lab. Code 230.7 Employee time off to appear in school on behalf of a child
 Pen. Code 240 Assault defined
 Pen. Code 241.2 Assault fines
 Pen. Code 242 Battery defined
 Pen. Code 243.2 Battery on school property
 Pen. Code 243.4 Sexual battery
 Pen. Code 245 Assault with deadly weapon
 Pen. Code 245.6 Hazing
 Pen. Code 261 Rape defined
 Pen. Code 266c Unlawful sexual intercourse
 Pen. Code 286 Sodomy defined
 Pen. Code 288 Lewd or lascivious acts with child under age 14
 Pen. Code 288a Oral copulation; defined
 Pen. Code 289 Penetration of genital or anal openings
 Pen. Code 31 Principal of a crime; defined
 Pen. Code 417.27 Laser pointers
 Pen. Code 422.55 Definition of hate crime
 Pen. Code 422.6 Crimes; harassment
 Pen. Code 422.7 Aggravating factors for punishment
 Pen. Code 422.75 Enhanced penalties for hate crimes
 Pen. Code 626.10 Dirks, daggers, knives, razors, or stun guns
 Pen. Code 626.2 Entry upon campus after written notice of suspension or dismissal without permission
 Pen. Code 626.9 Gun-Free School Zone Act of 1995
 Pen. Code 868.5 Supporting person; attendance during testimony of witness
 W&I Code 729.6 Counseling
 Federal Description
 18 USC 921 Definitions; firearms and ammunition
 20 USC 1415(K) Placement in alternative educational setting
 20 USC 7961 Gun-Free Schools Act
 42 USC 11432-11435 Education of homeless children and youths.

(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.
4. Teachers will receive an email from School Innovations & Achievement (SIA) with students suspension history.

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])

Board Policy Manual Arvin Union School District

Regulation 5145.7: Sexual Harassment Status:

ADOPTED Original Adopted Date: 11/15/2016 | Last Revised Date: 12/08/2020 | Last Reviewed Date: 12/08/2020

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Assistant Superintendent (title or position)

737 Bear Mountain Boulevard, Arvin, CA 93203 (address) 661-854-6500

(telephone number)

epereida-martinez@arvin-do.com (email)

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8) The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)
4. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
5. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
6. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Policy Reference Disclaimer:

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State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 12950.1	Sexual harassment training
Federal	Description
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 99.1-99.67	Family Educational Rights and Privacy
34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Management Resources	Description
Court Decision Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274	
Court Decision Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473	

Court Decision Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
 Court Decision Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
 Court Decision Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
 Court Decision Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
 Court Decision Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130 CSBA Publication Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
 CSBA Publication Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
 U.S. DOE, Office for Civil Rights Publication Q&A on Campus Sexual Misconduct, September 2017
 U.S. DOE, Office for Civil Rights Publication Sexual Harassment: It's Not Academic, September 2008 U.S. DOE, Office for Civil Rights Publication Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001 U.S. DOE, Office for Civil Rights Publication Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
 U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Title IX Coordinators, April 2015 Website CSBA District and County Office of Education Legal Services Website California Department of Education
 Website CSBA Website U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(1)	Uniform Complaint Procedures
1312.3-E PDF(2)	Uniform Complaint Procedures
1313	Civility 3515.4 Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3580	District Records
3580	District Records
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4131	Staff Development
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Code Of Ethics
4231	Staff Development
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
5125	Student Records
5125	Student Records
5131	Conduct 5131.2 Bullying
5131.2	Bullying
5131.5	Vandalism And Graffiti

5132 Dress And Grooming
 5132 Dress And Grooming
 5132-E PDF(1) Dress And Grooming
 5137 Positive School Climate
 5138 Conflict Resolution/Peer Mediation
 5141.4 Child Abuse Prevention And Reporting
 5141.4 Child Abuse Prevention And Reporting
 5141.52 Suicide Prevention
 5141.52 Suicide Prevention
 5144 Discipline
 5144 Discipline
 5144.1 Suspension And Expulsion/Due Process
 5144.1 Suspension And Expulsion/Due Process
 5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)
 5145.2 Freedom Of Speech/Expression
 5145.2 Freedom Of Speech/Expression
 5145.3 Nondiscrimination/Harassment
 5145.3 Nondiscrimination/Harassment
 5145.6 Parent/Guardian Notifications
 5145.6-E PDF(1) Parent/Guardian Notifications
 5145.71 Title IX Sexual Harassment Complaint Procedures
 5145.71-E PDF(1) Title IX Sexual Harassment Complaint Procedures
 5145.9 Hate-Motivated Behavior
 6142.1 Sexual Health And HIV/AIDS Prevention Instruction
 6142.1 Sexual Health And HIV/AIDS Prevention Instruction
 6142.8 Comprehensive Health Education
 6142.8 Comprehensive Health Education
 6145 Extracurricular And Cocurricular Activities
 6145 Extracurricular And Cocurricular Activities
 6145.2 Athletic Competition
 6145.2 Athletic Competition
 6163.4 Student Use Of Technology
 6163.4-E PDF(1) Student Use Of Technology

Board Policy Manual Arvin Union School District

Policy 5145.7: Sexual Harassment Status:

ADOPTED Original Adopted Date: 11/15/2016 | Last Revised Date: 12/08/2020 | Last Reviewed Date: 12/08/2020

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

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

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

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

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1312.3-E PDF(2)	Uniform Complaint Procedures
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3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3580	District Records
3580	District Records

4117.7 Employment Status Reports
 4118 Dismissal/Suspension/Disciplinary Action
 4118 Dismissal/Suspension/Disciplinary Action
 4119.11 Sexual Harassment
 4119.11 Sexual Harassment
 4131 Staff Development
 4218 Dismissal/Suspension/Disciplinary Action
 4218 Dismissal/Suspension/Disciplinary Action
 4219.11 Sexual Harassment
 4219.11 Sexual Harassment
 4219.21 Professional Standards
 4219.21-E PDF(1) Professional Standards - Code Of Ethics
 4231 Staff Development
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Board Policy Manual Arvin Union School District

Regulation 5145.3: Nondiscrimination/Harassment Status:

ADOPTED Original Adopted Date: 08/15/2017 | Last Revised Date: 03/08/2022 | Last Reviewed Date: 03/08/2022

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent

(title or position)

737 Bear Mountain Boulevard Arvin, CA 93203

(address)

661-854-6500

(telephone number)

epereida-martinez@arvin-do.com

(email)

Measures to Prevent Discrimination

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

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

- ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 - d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.
10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

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

Process for Initiating and Responding to Complaints

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

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

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

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

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

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

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

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

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

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

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender. Transgender student means a student whose gender identity is different from the gender assigned at birth.

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

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

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

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender, and gender-nonconforming students.

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

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

1. **Right to privacy:** A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information. The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record. The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days. As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, transgender, or gender nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intramural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name. A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061) However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 432	Student records
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 48900.3	Suspension or expulsion for act of hate violence
Ed. Code 48900.4	Suspension or expulsion for harassment, threats, or intimidation
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48907	Exercise of free expression; time, place and manner rules and regulations

Ed. Code 48950 Speech and other communication
 Ed. Code 48985 Notices to parents in language other than English Ed. Code 49020-49023 Athletic programs
 Ed. Code 49060-49079 Student records
 Ed. Code 51204.5 Social sciences instruction; contributions of specified groups
 Ed. Code 51500 Prohibited instruction or activity
 Ed. Code 51501 Nondiscriminatory subject matter
 Ed. Code 60010 Instructional materials; definition
 Ed. Code 60040-60052 Requirements for instructional materials Gov. Code 11135 Prohibition of discrimination
 Pen. Code 422.55 Definition of hate crime
 Pen. Code 422.6 Crimes; harassment

Federal	Description
20 USC 1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex 28 CFR 35.107 Nondiscrimination on basis of disability; complaints	
29 USC 794 Rehabilitation Act of 1973; Section 504	
34 CFR 100.3 Prohibition of discrimination on basis of race, color or national origin	
34 CFR 104.7 Section 504; Designation of responsible employee and adoption of grievances procedures	
34 CFR 104.8 Notice of Nondiscrimination on the Basis of Handicap	
34 CFR 106.45 Grievance process for formal complaints of sexual harassment	
34 CFR 106.8 Designation of coordinator; dissemination of policy, and adoption of grievance procedures	
34 CFR 110.25 Prohibition of discrimination based on age	
34 CFR 99.31 Disclosure of personally identifiable information	
42 USC 12101-12213 Americans with Disabilities Act	
42 USC 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended	
42 USC 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964	
42 USC 6101-6107 Age Discrimination Act of 1975	
Management Resources	Description
34 CFR 106.30 Discrimination on the basis of sex; definitions CA Office of the Attorney General Publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist	
California's K-12 Schools in Responding to Immigration Issues, April 2018 California Department of Education Publication California Longitudinal Pupil Achievement Data System (CALPADS) Update FLASH #158: Guidance for Changing a Student's Gender in CALPADS, July 2019	
Court Decision Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567	
Court Decision Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130 CSBA Publication Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022	
U.S. DOE, Office for Civil Rights Publication Resolution Agreement Between the Arcadia USD, US Dept of Ed, OCR, & the US DOJ, CRD (2013) OCR 09-12-1020, DOJ 169-12C-70	
U.S. Dept. of Health & Human Services Publication Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2013	
U.S. DOE & U.S. DOJ Civil Rights Divisions Pub Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023	
U.S. DOE Publication Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023	
U.S. DOE, Office for Civil Rights Publication Enforcement of Title IX of the Education Amendments of 1972 With Respect to Discrimination Based on Sexual Orientation and Gender Identity in Light of Bostock v. Clayton County, June 2021	
U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Addressing Discrimination Against Jewish Students, May 2023	
U.S. DOE, Office for Civil Rights Publication	
U.S. Department of Education Toolkit: Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students, June 2023	
U.S. DOE, Office for Civil Rights Publication Questions and Answers on the Title IX Regulations on Sexual Harassment, June 2022	
U.S. DOE, Office for Civil Rights Publication Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973, July 2022	
U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Race and School Programming, August 2023	
U.S. DOE, Office for Civil Rights Publication Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016	
Website CSBA District and County Office of Education Legal Services	

Website First Amendment Center Website California Office of the Attorney General
 Website California Safe Schools Coalition Website CSBA
 Website California Department of Education Website U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
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0450	Comprehensive Safety Plan
0470	COVID-19 Mitigation Plan
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1312.3	Uniform Complaint Procedures
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1312.4-E PDF(1)	Williams Uniform Complaint Procedures
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1313	Civility 1340 Access To District Records
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 7110 Facilities Master Plan

Board Policy Manual

Arvin Union School District

Policy 5145.3: Nondiscrimination/Harassment Status: ADOPTED

Original Adopted Date: 11/15/2016 | Last Revised Date: 11/14/2023 | Last Reviewed Date: 11/14/2023

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to 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, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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

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

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

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. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6)

The Superintendent or designee shall provide training and/or 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.

The Superintendent or designee shall report the findings and recommendations to the Board after each review.

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.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

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.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Description

5 CCR 432 Student records

5 CCR 4600-4670 Uniform complaint procedures

5 CCR 4900-4965 Nondiscrimination in elementary and secondary educational

programs receiving state or federal financial assistance

Civ. Code 1714.1 Liability of parent or guardian for act of willful misconduct by

a minor

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 48900.3 Suspension or expulsion for act of hate violence

Ed. Code 48900.4 Suspension or expulsion for harassment, threats, or

intimidation

Ed. Code 48904 Liability of parent/guardian for willful student misconduct

Ed. Code 48907 Exercise of free expression; time, place and manner rules and

regulations

Ed. Code 48950 Speech and other communication

Ed. Code 48985 Notices to parents in language other than English

Ed. Code 49020-49023 Athletic programs

Ed. Code 49060-49079 Student records

Ed. Code 51204.5 Social sciences instruction; contributions of specified groups

Ed. Code 51500 Prohibited instruction or activity

Ed. Code 51501 Nondiscriminatory subject matter

Ed. Code 60010 Instructional materials; definition

Ed. Code 60040-60052 Requirements for instructional materials

Gov. Code 11135 Prohibition of discrimination

Pen. Code 422.55 Definition of hate crime

Pen. Code 422.6 Crimes; harassment

Federal Description

20 USC 1681-1688 Title IX of the Education Amendments of 1972;

discrimination based on sex

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

29 USC 794 Rehabilitation Act of 1973; Section 504

34 CFR 100.3 Prohibition of discrimination on basis of race, color or

national origin

34 CFR 104.7 Section 504; Designation of responsible employee and

adoption of grievances procedures

34 CFR 104.8 Notice of Nondiscrimination on the Basis of Handicap

34 CFR 106.45 Grievance process for formal complaints of sexual harassment

34 CFR 106.8 Designation of coordinator; dissemination of policy, and adoption of grievance procedures

34 CFR 110.25 Prohibition of discrimination based on age

34 CFR 99.31 Disclosure of personally identifiable information

42 USC 12101-12213 Americans with Disabilities Act

42 USC 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

42 USC 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

42 USC 6101-6107 Age Discrimination Act of 1975

Management Resources

Description

34 CFR 106.30 Discrimination on the basis of sex; definitions

CA Office of the Attorney General
Publication

Promoting a Safe and Secure Learning Environment for All:
Guidance and Model Policies to Assist California's K-12
Schools in Responding to Immigration Issues, April 2018

California Department of Education
Publication

California Longitudinal Pupil Achievement Data System
(CALPADS) Update FLASH #158: Guidance for Changing a
Student's Gender in CALPADS, July 2019

Court Decision Donovan v. Poway Unified School District, (2008) 167

Cal.App.4th 567

Court Decision Flores v. Morgan Hill Unified School District, (2003, 9th Cir.)

324 F.3d 1130

CSBA Publication Legal Guidance on Rights of Transgender and Gender
Nonconforming Students in Schools, October 2022

U.S DOE, Office for Civil Rights
Publication

Resolution Agreement Between the Arcadia USD, US Dept
of Ed, OCR, & the US DOJ, CRD (2013) OCR 09-12-1020,
DOJ 169-12C-70

U.S. Dept. of Health & Human Services
Publication

Guidance to Federal Financial Assistance Recipients
Regarding Title VI Prohibition Against National Origin
Discrimination Affecting Limited English Proficient Persons,
August 2013

U.S. DOE & U.S. DOJ Civil Rights
Divisions Pub

Dear Colleague Letter: Resource on Confronting Racial
Discrimination in Student Discipline, May 2023

U.S. DOE Publication Guidance on Constitutionally Protected Prayer and Religious
Expression in Public Elementary and Secondary Schools, May
2023

U.S. DOE, Office for Civil Rights
Publication

Enforcement of Title IX of the Education Amendments of
1972 With Respect to Discrimination Based on Sexual
Orientation and Gender Identity in Light of Bostock v.

Clayton County, June 2021

U.S. DOE, Office for Civil Rights
Publication

Dear Colleague Letter: Addressing Discrimination Against
Jewish Students, May 2023

U.S. DOE, Office for Civil Rights U.S. Department of Education Toolkit: Creating Inclusive and
Publication Nondiscriminatory School Environments for LGBTQI+
Students, June 2023

U.S. DOE, Office for Civil Rights
Publication

Questions and Answers on the Title IX Regulations on Sexual
Harassment, June 2022

U.S. DOE, Office for Civil Rights
Publication

Supporting Students with Disabilities and Avoiding the
Discriminatory Use of Student Discipline under Section 504
of the Rehabilitation Act of 1973, July 2022

U.S. DOE, Office for Civil Rights
Publication

Dear Colleague Letter: Race and School Programming,
August 2023

U.S. DOE, Office for Civil Rights
Publication

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

Website CSBA District and County Office of Education Legal Services

Website First Amendment Center

Website California Office of the Attorney General

Website California Safe Schools Coalition

Website CSBA

Website California Department of Education

Website U.S. Department of Education, Office for Civil Rights

Cross References

Code Description

0410 Nondiscrimination In District Programs And Activities

0415 Equity

0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0470 COVID-19 Mitigation Plan

1240 Volunteer Assistance

1240 Volunteer Assistance

1312.1 Complaints Concerning District Employees

Comprehensive School Safety Plan

1312.1 Complaints Concerning District Employees
 1312.2 Complaints Concerning Instructional Materials
 1312.2 Complaints Concerning Instructional Materials
 1312.2-E PDF(1) Complaints Concerning Instructional Materials
 1312.3 Uniform Complaint Procedures
 1312.3 Uniform Complaint Procedures

 1312.3-E PDF(1) Uniform Complaint Procedures
 1312.3-E PDF(2) Uniform Complaint Procedures
 1312.4 Williams Uniform Complaint Procedures
 1312.4-E PDF(1) Williams Uniform Complaint Procedures
 1312.4-E PDF(2) Williams Uniform Complaint Procedures
 1313 Civility
 1340 Access To District Records
 1340 Access To District Records
 3515.4 Recovery For Property Loss Or Damage
 3515.4 Recovery For Property Loss Or Damage
 3530 Risk Management/Insurance
 3530 Risk Management/Insurance
 3553 Free And Reduced Price Meals
 3553 Free And Reduced Price Meals
 3580 District Records
 3580 District Records
 4112.6 Personnel Files
 4112.9 Employee Notifications
 4112.9-E PDF(1) Employee Notifications
 4118 Dismissal/Suspension/Disciplinary Action
 4118 Dismissal/Suspension/Disciplinary Action
 4119.21 Professional Standards
 4119.21-E PDF(1) Professional Standards
 4119.23 Unauthorized Release Of Confidential/Privileged Information
 4131 Staff Development
 4212.6 Personnel Files
 4212.9 Employee Notifications
 4212.9-E PDF(1) Employee Notifications
 4218 Dismissal/Suspension/Disciplinary Action
 4218 Dismissal/Suspension/Disciplinary Action
 4219.21 Professional Standards
 4219.21-E PDF(1) Professional Standards - Code Of Ethics
 4219.23 Unauthorized Release Of Confidential/Privileged Information

 4231 Staff Development
 4312.6 Personnel Files
 4312.9 Employee Notifications
 4312.9-E PDF(1) Employee Notifications
 4319.21 Professional Standards
 4319.21-E PDF(1) Professional Standards
 4319.23 Unauthorized Release Of Confidential/Privileged Information
 4331 Staff Development
 5000 Concepts And Roles
 5030 Student Wellness
 5030 Student Wellness
 5111 Admission
 5111 Admission
 5113.1 Chronic Absence And Truancy
 5113.1 Chronic Absence And Truancy

5113.12 District School Attendance Review Board
5113.12 District School Attendance Review Board
5116.2 Involuntary Student Transfers
5125 Student Records
5125 Student Records
5125.1 Release Of Directory Information
5125.1 Release Of Directory Information
5125.3 Challenging Student Records
5131 Conduct
5131.2 Bullying
5131.2 Bullying
5131.5 Vandalism And Graffiti
5132 Dress And Grooming
5132 Dress And Grooming
5132-E PDF(1) Dress And Grooming
5137 Positive School Climate
5138 Conflict Resolution/Peer Mediation
5141.22 Infectious Diseases

5141.22 Infectious Diseases
5141.27 Food Allergies/Special Dietary Needs
5141.27 Food Allergies/Special Dietary Needs
5141.4 Child Abuse Prevention And Reporting
5141.4 Child Abuse Prevention And Reporting
5141.52 Suicide Prevention
5141.52 Suicide Prevention
5144 Discipline
5144 Discipline
5144.1 Suspension And Expulsion/Due Process
5144.1 Suspension And Expulsion/Due Process
5144.2 Suspension And Expulsion/Due Process (Students With

Disabilities)
5145.12 Search And Seizure
5145.12 Search And Seizure
5145.2 Freedom Of Speech/Expression
5145.2 Freedom Of Speech/Expression
5145.6 Parent/Guardian Notifications
5145.6-E PDF(1) Parent/Guardian Notifications
5145.7 Sexual Harassment
5145.7 Sexual Harassment
5145.71 Title IX Sexual Harassment Complaint Procedures
5145.71-E PDF(1) Title IX Sexual Harassment Complaint Procedures
5145.9 Hate-Motivated Behavior
5146 Married/Pregnant/Parenting Students
6142.1 Sexual Health And HIV/AIDS Prevention Instruction
6142.1 Sexual Health And HIV/AIDS Prevention Instruction
6142.8 Comprehensive Health Education
6142.8 Comprehensive Health Education
6143 Courses Of Study
6143 Courses Of Study
6144 Controversial Issues
6144 Controversial Issues

6145 Extracurricular And Cocurricular Activities
6145 Extracurricular And Cocurricular Activities

6145.2 Athletic Competition
6145.2 Athletic Competition
6153 School-Sponsored Trips
6153 School-Sponsored Trips
6153-E PDF(1) School-Sponsored Trips
6159.4 Behavioral Interventions For Special Education Students
6161.1 Selection And Evaluation Of Instructional Materials
6161.1 Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1) Selection And Evaluation Of Instructional Materials
6161.11 Supplementary Instructional Materials
6163.1 Library Media Centers
6163.4 Student Use Of Technology
6163.4-E PDF(1) Student Use Of Technology
6164.2 Guidance/Counseling Services
6173.1 Education For Foster Youth
6173.1 Education For Foster Youth
7110 Facilities Master Plan

(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 wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

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 proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

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. (Education Code 35183)

Policy ARVIN UNION SCHOOL DISTRICT

Dress and Grooming Policy 5132

adopted: July 16, 2019 & revised December 10, 2019 Arvin, California

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Description

Ed. Code 212.1 Nondiscrimination based on race or ethnicity

Ed. Code 220 Prohibition of discrimination

Ed. Code 32280-32289.5 School safety plans

Ed. Code 35183 School dress code; uniforms

Ed. Code 35183.5 Sun-protective clothing

Ed. Code 48907 Exercise of free expression; time, place and manner rules and regulations

Ed. Code 49066 Grades; effect of physical education class apparel

Management Resources Description

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

Court Decision Harper v. Poway Unified School District, (2006) 445 App. 3d 166

Court Decision Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562

Court Decision Jacobs v. Clark County School District, (2008) 26 F. 3d 419

Court Decision Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459

Court Decision Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

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

Website CSBA District and County Office of Education Legal Services

(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, the principals' 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. The administrators frequently supervise the valet in the drop off zone near the parking lot and assist with student safety. Safe School Ambassadors greet students and assist families at the gate and within the school. Yard duty aides and teachers are assigned duty 15-30 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 our weekly PBIS data reports, 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 2022-2023 Healthy Kids survey reported 21% of the students identified bullying or harassment as a problem on campus. With these actions in place, we expect a 5% reduction in the number of office referrals reported on the PBIS Rewards program or Aeries platform.
	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 PBIS Rewards program or Aeries.
	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 PBIS Rewards program or Aeries Platform.
	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 PBIS Rewards program or Aeries Platform
	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 PBIS Rewards program or Aeries Platform.

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 PBIS Rewards program or Aeries Platform.
	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 Rewards program or Aeries Platform
	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 PBIS Rewards program or Aeries Platform.
	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 PBIS Rewards program or Aeries Platform.
	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 PBIS Rewards program or Aeries Platform.
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 PBIS Rewards program or Aeries Platform.

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 RULER Lessons	Administration Social Worker PBIS Team Safe School Ambassadors Support 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 PBIS Rewards program or Aeries Platform.
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 Safe, Respectful, and Responsible 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 engagement and site safety by 15% as measured by California Healthy Kids Survey and extracurricular opportunities for students that extend 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 and ELOP clubs 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	Aligned to the district LCAP goal our students will be at 60% of engagement and participation 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 maintain and increase attendance rates 5% to attend 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 2022-2023 Healthy Kids Survey reported that 85% 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 5% in referrals and increase 10% 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	65% of 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	65% 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 Pro-Act, 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	60% of 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 as measure by the California Healthy Survey.
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	60% of the staff, parent and student survey will indicate an increase in feeling like El Camino is a safe school as measured by the California Healthy Kids Survey.
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	100% 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	100% of 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 as measured by the staffing roster and sign-in sheets.
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	100% of El Camino Staff will be able to communicate messages in a systematic way in case of an emergency as measured by staffing rosters and phone-tree system.




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	100% of 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 5% decrease in staff exposures/ accidents that take place at the work site measured by accident report logs.

(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 Education Code 48900, a child may be suspended. At any time, teachers or 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. Restorative session-recess/lunch/other (Parent Notified)
4. Restorative session-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 Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

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

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

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

The district shall provide students with age-appropriate instruction that:

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

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

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

The Superintendent or designee shall provide staff with training that:

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

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

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

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

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

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

BP 5145.9: Hate-Motivated Behavior

Original Adopted Date: 04/17/2007 | Last Revised Date: 08/17/2021 | Last Reviewed Date: 08/17/2021

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Description

5 CCR 4600-4670 Uniform complaint procedures

5 CCR 4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32280-32289.5 School safety plans

Ed. Code 48900.3 Suspension for hate violence

Ed. Code 48900.4 Suspension or expulsion for harassment, threats, or intimidation

Gov. Code 11135 Prohibition of discrimination

Pen. Code 422.55 Definition of hate crime

Pen. Code 422.6 Crimes; harassment

Federal Description

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

34 CFR 100.3 Prohibition of discrimination on basis of race, color or national origin

34 CFR 104.7 Designation of responsible employee for Section 504

34 CFR 106.30 Discrimination on the basis of sex in education programs and activities; definitions

34 CFR 106.44 Recipient's response to sexual harassment

34 CFR 106.45 Grievance process for formal complaints of sexual harassment

34 CFR 106.8 Designation of responsible employee for Title IX

34 CFR 110.25 Prohibition of discrimination based on age

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

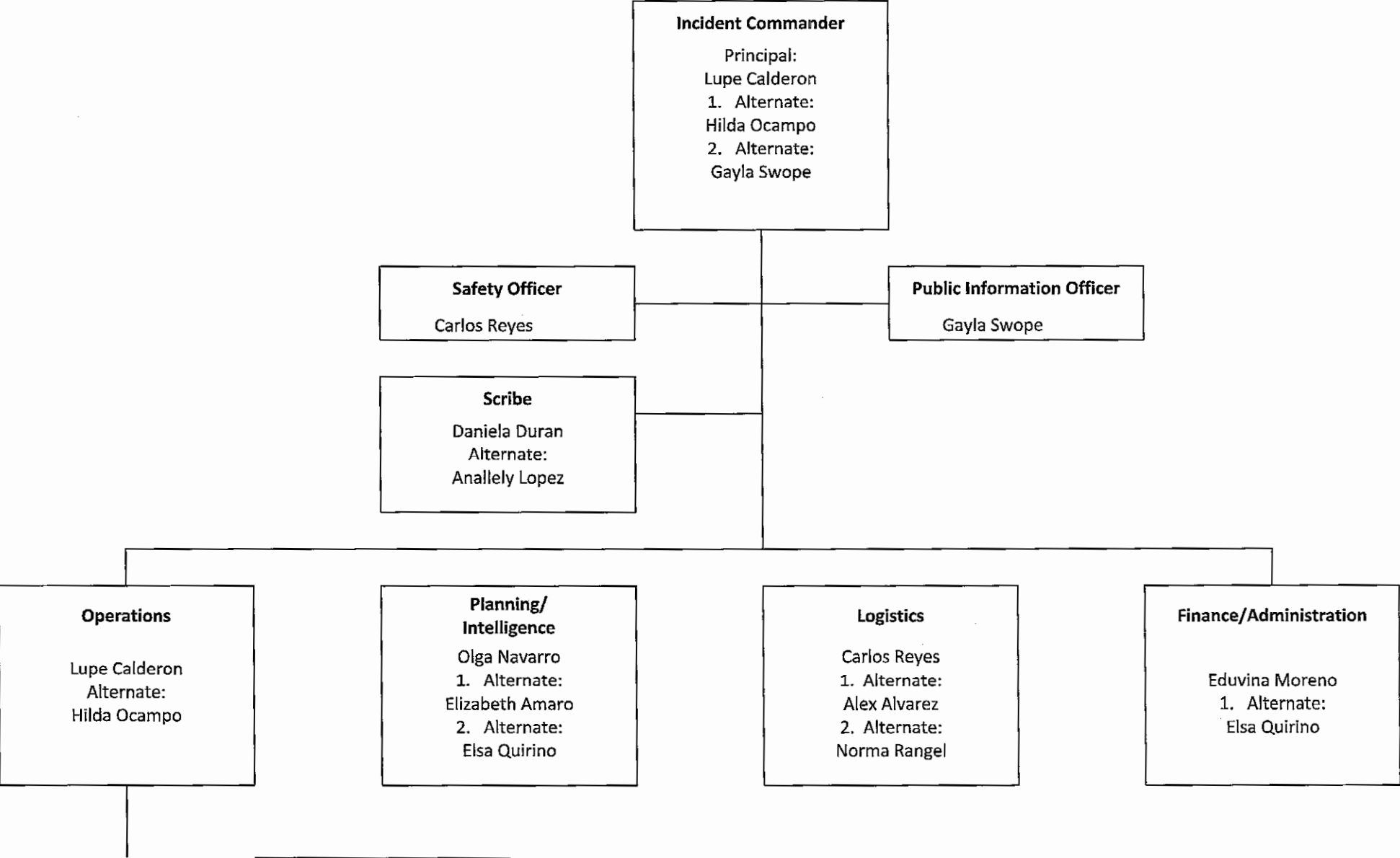
Utilities, Responders and Communication Resources

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	August, 2023 @ 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-	No visit this year	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 28, 2023 @ 2:30 pm November 28, 2023 @ 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 16, 2023 @ 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	October 25, 2023 @ 2:30 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	December 5, 2023 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.	December 12, 2023 @ 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 24, 2023 @8:00 am	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. El Camino Real Elementary
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 5, 2023 @ 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 5, 2023 @ 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



	First Aid & Search Teacher A Kassandra Hendricks Elizabeth Amaro Tracey Hubel Luis Estrada
	Student Release & Accountability TeacherB Anita Ramirez Jennifer Moya Denise Quintino Elsa Quirino Adilene Moreno Alternate: Griselda Gomez Benjamin Gonzalez Diana Tejeda Lupe Hernandez Alex Alvarez Hilda Ocampo

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 – 6661
 - 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: Carlos Reyes, Alex Alvarez and Norma Rangel

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. Kassandra Hendricks, School Nurse

f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations. Kassandra Hendricks, Gayla Swope

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: Carlos Reyes

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) Implement this procedure when any animal or bee swarm threatens the safety of the students and staff.

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.

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.

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)

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)

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)

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff

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.

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

A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system
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:

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.

In laboratories, burners should be extinguished, if possible, before taking cover.

As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.

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.

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:

Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

Staff shall have students perform the drop procedure.

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.

Subsequent Emergency Procedures

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

Staff shall extinguish small fires if safe.

Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.

Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.

All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

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.

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.

The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

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.

Regulation 3516.3: Earthquake Emergency Procedure System

Original Adopted Date: 10/18/2016 Last Reviewed Date: 10/18/2016

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Description

19 CCR 2400-2450 Standardized Emergency Management System

Ed. Code 32280-32289.5 School safety plans

Gov. Code 3100 Public employees as disaster service workers

Gov. Code 8607 Standardized Emergency Management System

Management Resources Description

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

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

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

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

Fed. Emgcy. Mgmt. Agency Pub. National Incident Management System, 3rd ed., October 2017

Website CSBA District and County Office of Education Legal Services

Website American Red Cross

Website California Governor's Office of Emergency Services

Website California Seismic Safety Commission

Website Federal Emergency Management Agency

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**

- 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 are cleaned daily and offices are spot checked and cleaned daily. 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 Guatenary Sanitizing Tables 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 Concentratwed 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 Guatenary Sanitizing Tables 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 Concentratwed 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. The definition of fully vaccinated as well as timelines for return-to-work have been modified multiple times and employees are to check with their direct supervisor or the Human Resources Department for current criteria.

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 are required 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 for safety purposes and to ensure substitutes may be identified to fill staff positions. 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, contact 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**

****** 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 10, 2022

Title of Owner or Top Management Representative

Signature

Date

COVID-19 Prevention Program

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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 reimplementations 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.

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.

Bullying Awareness & Prevention Week

October 10th - 14th



Bullying Prevention Activities:

Monday, Oct. 10th
#Anti-BullyingMessages

Bullying Prevention:

- Students will sign anti-bullying pledge & display in class
- Students will create an anti-bullying message to display on a board; return to Mr. Estrada or Ms. Quintino by Oct. 12th

Tuesday, Oct. 11th
#TogetherWeCanMakeADifference

Unity Tree:

- Students will write their name and a positive kind word on a leaf; return to Mr. Estrada or Ms. Quintino by Oct. 12th

Wednesday, Oct. 12th
#WorldDayOfBullyingPrevention
#BlueDay

A Helping Hand:

- During recess, students will trace their hand and on each finger write down the name of a person who they can ask for help if they are being bullied

Thursday, Oct. 13th
#BeTheChange

Bully Proof Shield:

- During recess, students will write down on a shield different ways they can stop bullying

Friday, Oct. 14th
#BeABuddyNotABully

What is Bullying?:

- Students will complete a Bullying Prevention worksheet

Thank you for your support
The School Social Workers



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, CA 93203

Inspection Date:

25 October 2023 at 12:49 PM

Record Type:

Fire/Operating/T19/NA

Record ID:

T19-014613

Inspection Type:

Regular Inspection

Inspector:

Alicia M Estes

Result:

Granted

Comments:

El Camino Real School-Granted

Owner/manager shall provide monthly checks (sign & date) all fire extinguisher tags (CCR Title 19 Sec. 574.1)

Thank you for keeping your school safe.
If you have any questions, please contact me.

Respectfully,
Alicia Estes P-10
Kern County Fire Department
Office of the Fire Marshal
Email:aestes@kerncountyfire.org
Mobile: (661) 330-0159

*Great Job on Evacuation maps with paths of travel highlighted and a designated stamp marking each area/classroom showing where they are at.

Note: 5 Year Fire Sprinkler Riser Service Completed on all Risers

Reminders:

All drapes, hangings, curtains & other decorative material, including Christmas trees, that would tend to increase the fire & panic hazard shall be made from a nonflammable material or shall be treated & maintained in a flame-retardant condition with a flame-retardant solution approved by the State Fire Marshal. T19 3.08

Artwork & teaching materials shall be limited on walls of classrooms to not more than 50% of the specific wall area to which they are attached. CFC 807.5.2.3

VIOLATION SUMMARY:

Repair or replace exit signs, shall illuminate in normal and back-up mode. CFC Sec 1008.1 (Exit Sign office area)

Alister 14/5/11

Inspector

N/A

Responsible party

El Camino Real 2023-2024 Emergency Drill Schedule

Per Board Policy

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

MONTH	DATE	TIME
July	Component of Staff Development Day	Certificated, classified, after school staff mtgs.
August	Tuesday, August 15	8:30 a.m. *(drop and cover)
September	Thursday, September 14	1:45 p.m.
October	Thursday, October 12	9:00 a.m. *(drop and cover)
November	Wednesday, November 8	1:45 p.m.
December	Friday, December 1	9:30 a.m.
January	Thursday, January 11	1:45 p.m. *(drop and cover)
February	Thursday, February 15	10:00 a.m.
March	Wednesday, March 6	9:00 a.m.
April	Friday, April 19	1:30 p.m. *(drop and cover)
May	Thursday, May 16	1:45 p.m.

2022-2023 SPECIFIC LOCKDOWN/REVERSE LOCKDOWN DRILL SCHEDULE

TRIMESTER	DATE	TIME
Fall	Monday, October 2	8:30 a.m.
Winter	Friday, January 26	9:30 a.m.
Spring	Friday, April 5	1:30 p.m.

2022-2023 SPECIFIC AED DRILL SCHEDULE

TRIMESTER	DATE	TIME
Spring	March 21	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)
 ___ AUD 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**, AUD Assistant Superintendent, or Designee will be called in to **MEDIATE**, 854-6512, and/or Jennifer Bowling, AUD 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 AUD 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.

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, 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 fixed work locations.

Person conducting the evaluation: [enter name(s)]

Date: [enter date]

Name(s) of employee and authorized employee representative that participated: [enter name(s)]

[illegible]

Appendix B: COVID-19 Inspections

[This form is only intended to get you started. Review the information available at www.dir.ca.gov/dosh/coronavirus/ for additional guidance on what to regularly inspect for, including issues that may be more pertinent to your particular type of workplace. You will need to modify form accordingly.]

Date: [enter date]

Name of person conducting the inspection: [enter names]

Work location evaluated: [enter information]

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
[add any additional controls your workplace is using]			
[add any additional controls your workplace is using]			
Administrative			
Physical distancing			
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			
[add any additional controls your workplace is using]			
[add any additional controls your workplace is using]			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			
[add any additional controls your workplace is using]			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date:

Name of person conducting the investigation: **[enter name(s)]**

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	

**Results of the
evaluation of the
COVID-19 case and all
locations at the
workplace that may
have been visited by
the COVID-19 case
during the high-risk
exposure period, and
who may have been
exposed (attach
additional
information):**

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:			
All employees who may have had COVID-19 exposure and their authorized representatives.	Date:		
	Names of employees that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date:		
	Names of individuals that were notified:		
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:	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Appendix D: COVID-19 Training Roster

Date: 1/11/21

Person that conducted the training:

[illegible]

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 _____

Denied _____

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

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]

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Related Factors (Reported by Student _____ Parent _____ Teacher _____ Other _____)

☐ 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 _____
Impulsivity _____ Coping Skills _____ Support System/Resources _____

Family Mental Health History: Unknown _____ Denied _____
Relation _____ Diagnosis _____

Wellness/Safety Plan Required _____ Outcome _____
Referred to Dr. _____ Ref'd Psych 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:

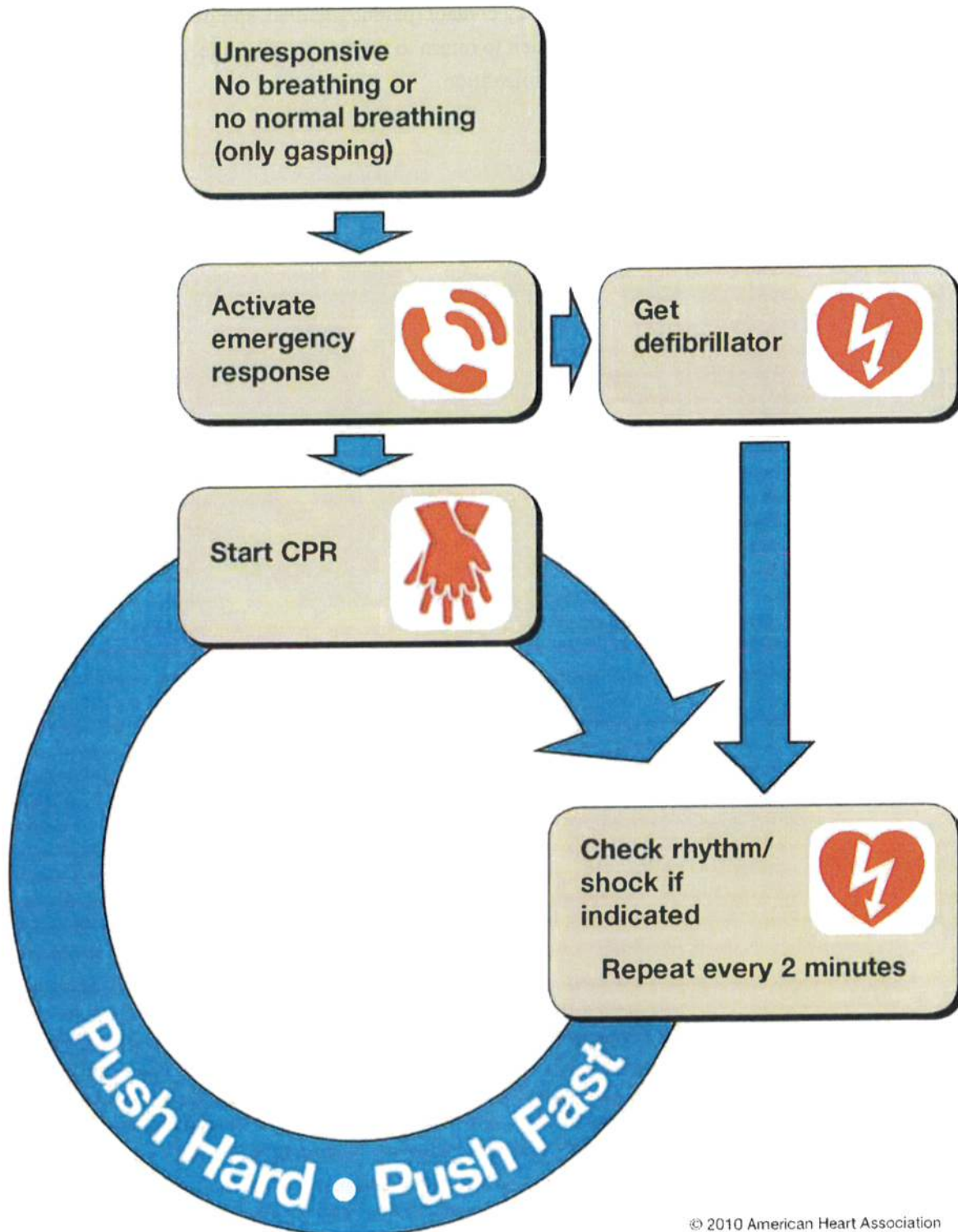
- Transition care to EMS upon arrival so that they can provide advanced life support.

(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 <ul style="list-style-type: none">○ Open the lid and turn on the AED○ Follow the voice prompts<ul style="list-style-type: none">➤ 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. Contract 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 Guatenary Sanitizing Tables 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 Concentratwed 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 Guatenary Sanitizing Tables 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 Concentratwed 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, contact 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.



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

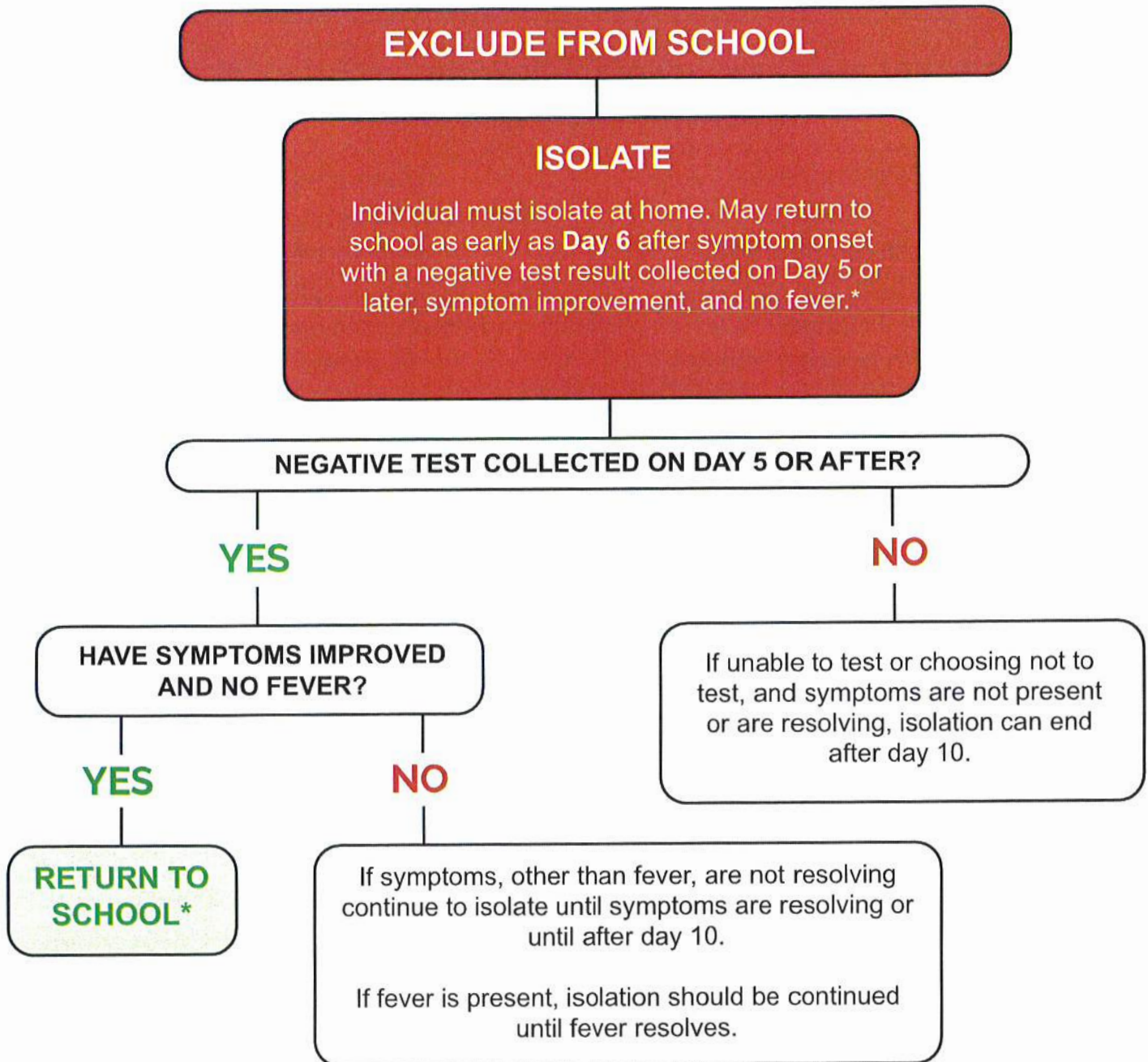
May return to school if at least 24 hours have passed since fever and symptoms have improved significantly.

BEGIN CONTACT TRACING

Identify all close contacts in the school setting and report using the provided spreadsheet and email to the following:

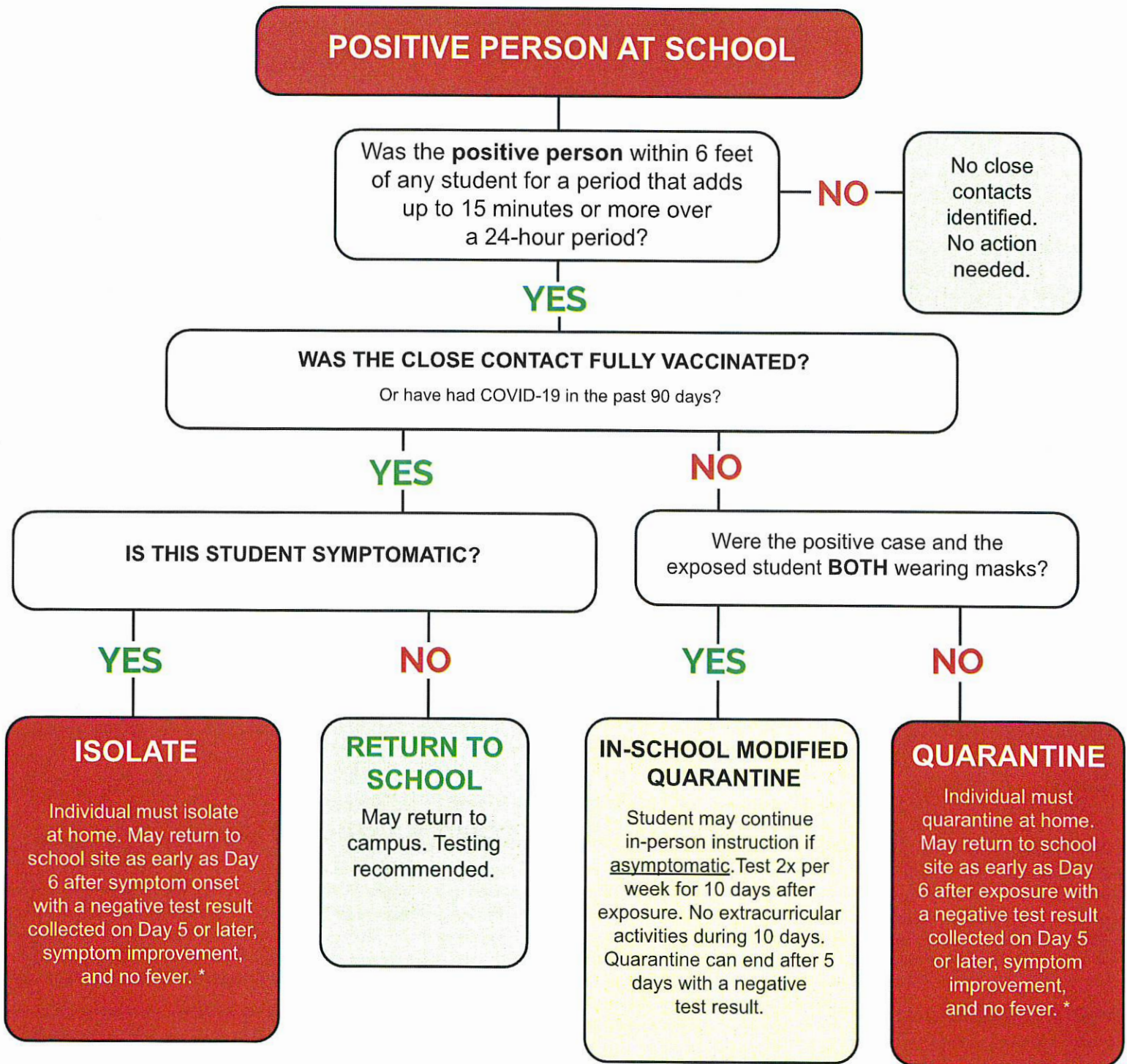
devlinm@kerncounty.com
and **jomendiburu@kern.org**

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.

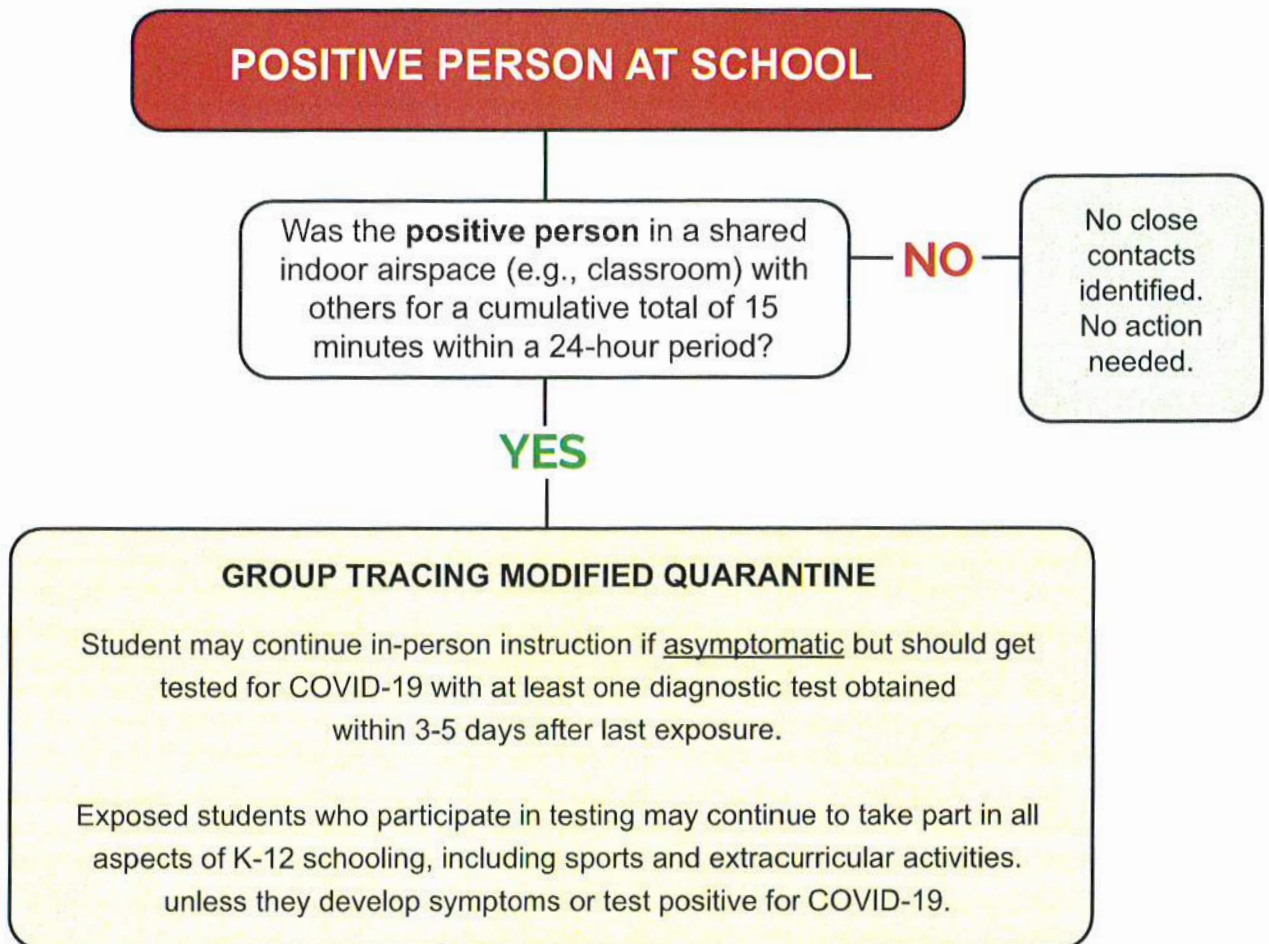
TREE 3:
POSITIVE CASE AT SCHOOL
INDIVIDUAL CONTACT TRACING (students only)



*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.

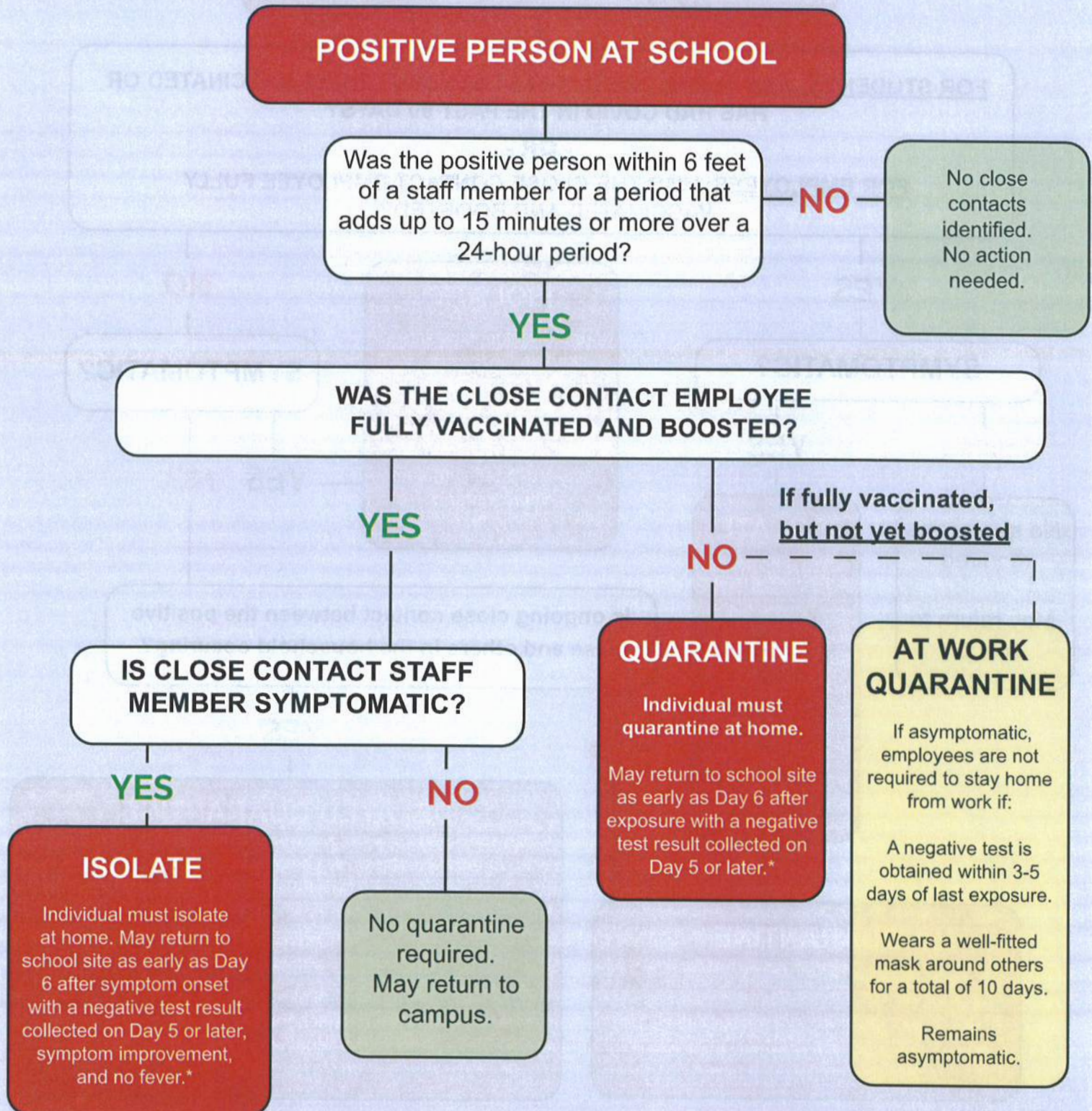
TREE 4: POSITIVE CASE AT SCHOOL

GROUP CONTACT TRACING (students only*)



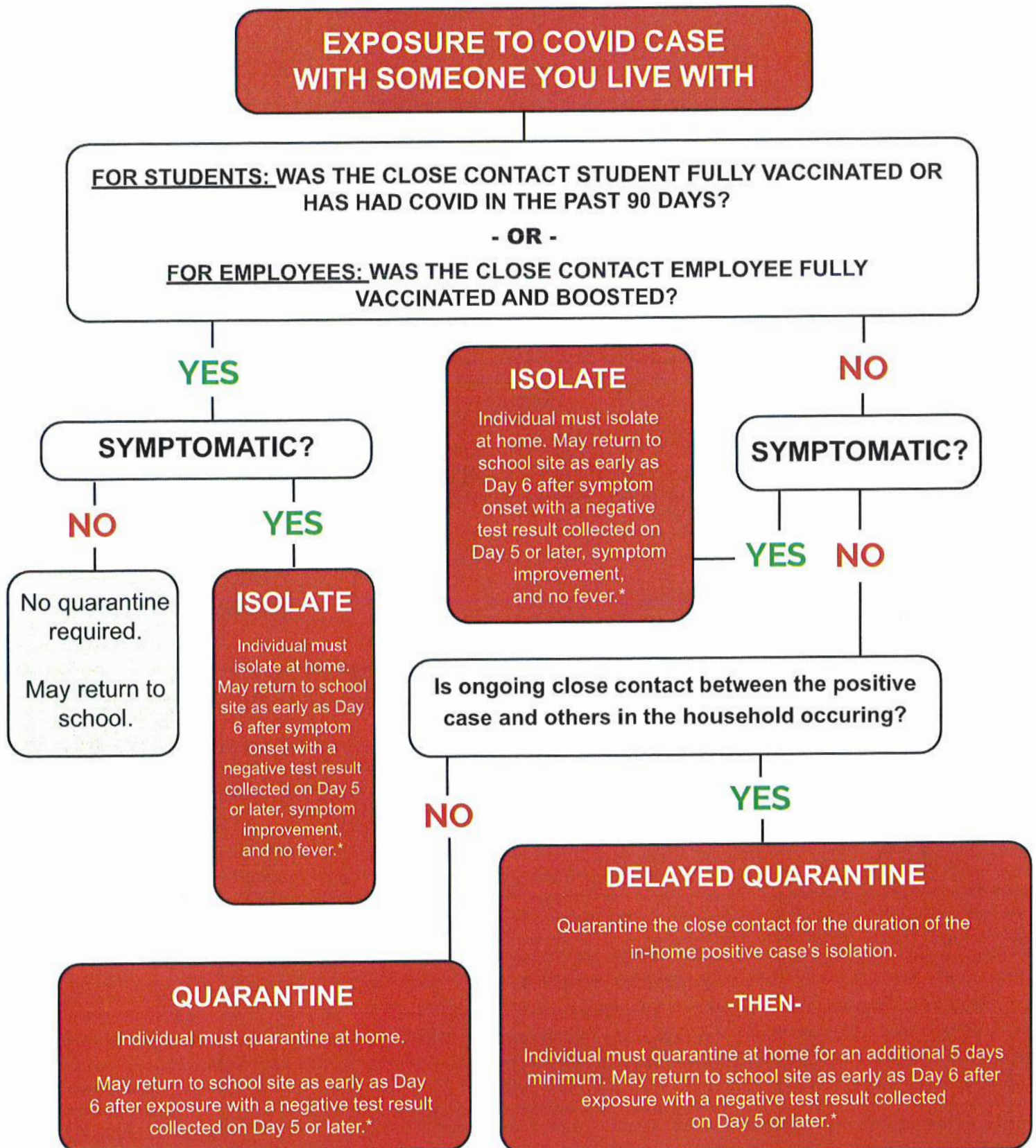
* Exposed students, regardless of COVID-19 vaccination status.

TREE 5: POSITIVE CASE AT SCHOOL FOR STAFF ONLY



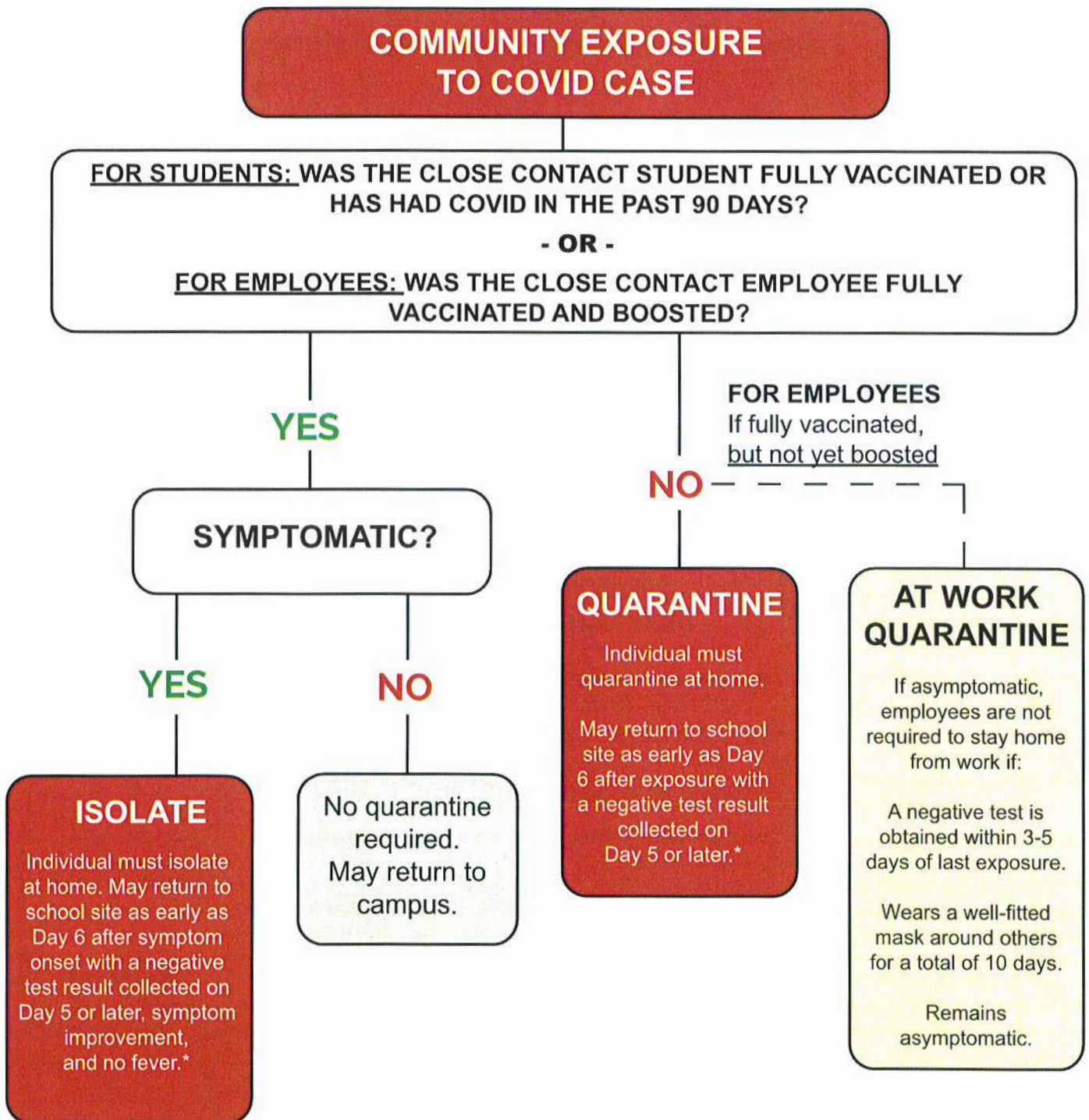
*Must follow all recommended non-pharmaceutical interventions (e.g. wearing a well fitted face mask, especially in indoor settings, hand washing, avoiding crowds) through day 10. If a person chooses not to test, standard quarantine is 10 days returning with no symptoms and standard isolation is 10 days returning with symptom improvement.

TREE 6: IN-HOME EXPOSURE STUDENT OR EMPLOYEE



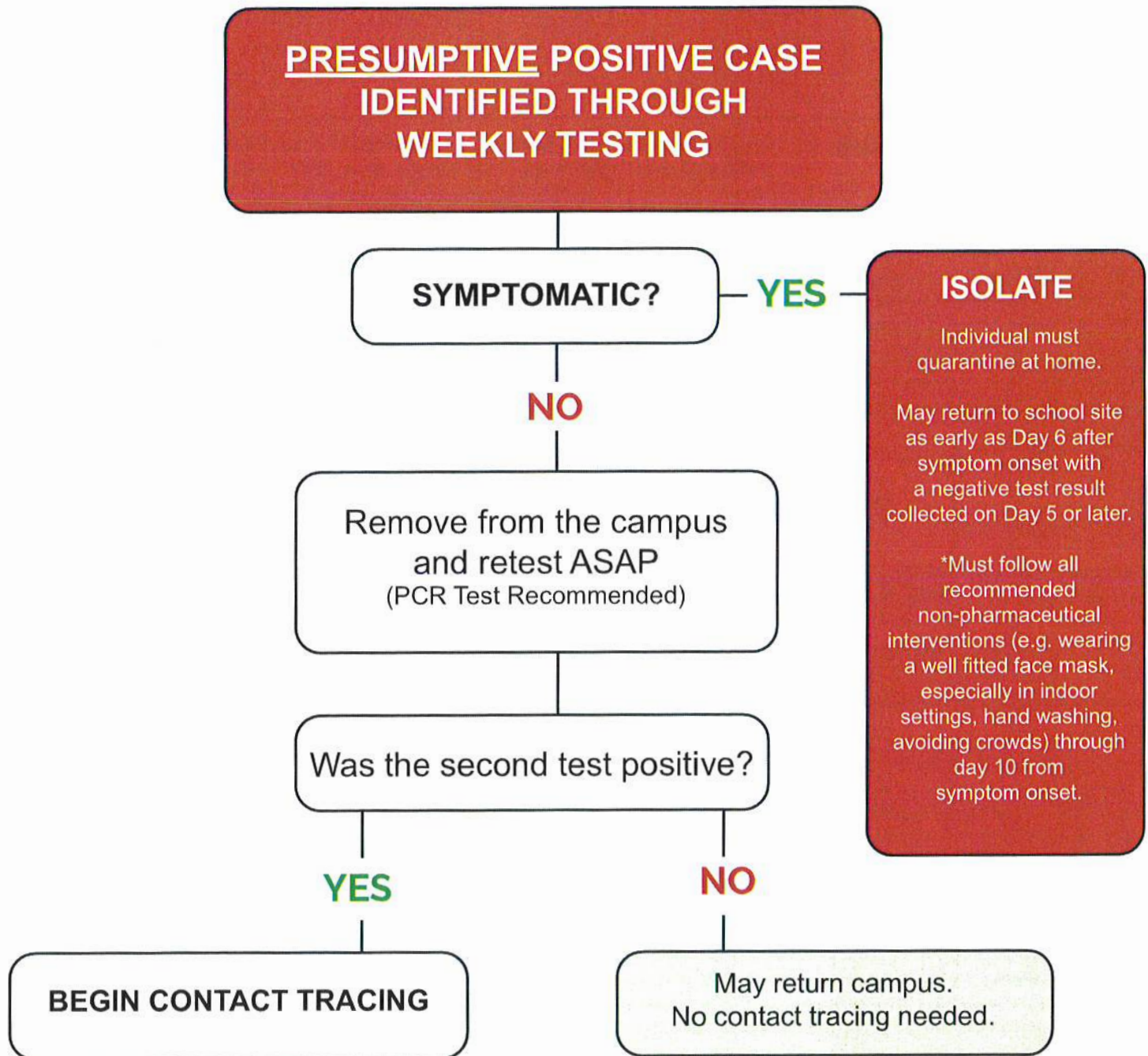
*Must follow all recommended non-pharmaceutical interventions (e.g. wearing a well fitted face mask, especially in indoor settings, hand washing, avoiding crowds) through day 10. If a person chooses not to test, standard quarantine is 10 days returning with no symptoms and standard isolation is 10 days 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 Pfizer 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) <p>HOWEVER:</p> <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>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



EL CAMINO REAL ELEMENTARY
English Learner Advisory Committee
Agenda: December 5, 2023, Rm T1



ITEMS	ACTIONS	NOTES
1. Welcome and Introductions	Introductions of those present Review of sign-in/attendance	Called to order at _____
2. Quorum	Quorum Present	Yes or No
3. Review of Agenda	Explanation of items Requests for additional items	
4. Read Minutes	Motion to approve minutes from October 17, 2023	M: 2 nd : In favor:_____ Opposed:_____
5. 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.	
6. DELAC Report	Report from DELAC Rep: November 29, 2023 Next meeting: January 24, 2024 @ 3:00 pm (HD)	DELAC Rep-
7. Data	<ul style="list-style-type: none"> Student Survey 2022-2023 CHKS 	
8. Master Plan Part IV	Chapter 4: Involvement: Parent Outreach Notices in Primary Language English Learner Advisory Committee (ELAC) District English Learner Advisory Committee (DELAC)	
9. Annual English Learner Program Evaluation	Review of Programs and Services, Data and Evaluation	
10. School Site Plan	Review and Advise School Site Council- School Site Plans relating to English Learners- Evaluate and prioritize action steps	Advise to SSC on School Site Plan and budget
11. Safety Plan	Review/Input Goals Input from ELAC to provide to SSC on the ECR School Safety Plan	
12. Uniform Policy	Uniform Policy Input	
13. 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 	Input on LCAP goals:
14. Announce future meeting date	Tuesday, January 30, 2024 @ 8:30 AM	
15. Upcoming Dates	Coffee with the Parents: January 18, 2024 @ 2:40 PM Minimum Day: December 15, 2023 Winter Break: 12-18-23 to 1-5-24 Return 1-08-24	
16. Adjournment		M: 2 nd : In favor:_____ Opposed:_____ Meeting adjourned at _____.



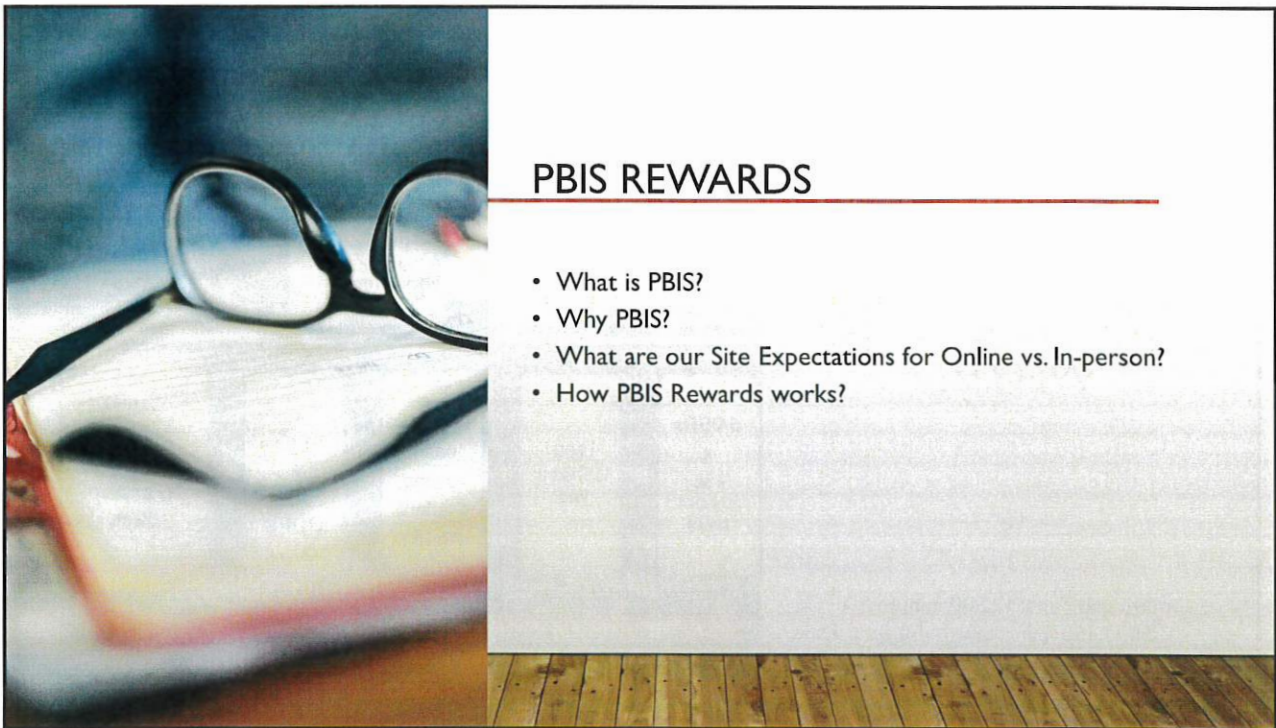
EL CAMINO REAL ELEMENTARY
Comité Consultivo de Aprendices del Idioma Inglés (ELAC)
Agenda: 5 de diciembre del 2023, Salón T1



ARTÍCULOS	ACCIÓNES	NOTAS
1. Bienvenida e Introducción	Introducciones de los presentes Repaso de asistencia	
2. Quorum	Quórum Presente	Si o No
3. Revisión de la Agenda	Explicación de artículos Petición de artículos adicionales	
4. Leer Minutos	Moción para aprobar los minutos del 17 de octubre del 2023	M: 2ª: En favor: Opuestos:
5. Comentarios del Publico	Bajo la ley de junta abierta, ninguna acción relacionada al comentario público podrá tomar acción. Puntos en cuestión durante esta junta podrán planearse para otra junta de ELAC	
6. Reporte de DELAC	Informe de DELAC Representante- 29 de noviembre de 2023 Próxima junta: 24 de enero del 2024 a las 3 pm (HD)	DELAC Rep-
7. Datos	<ul style="list-style-type: none"> Encuesta estudiantiles 2022-2023 CHKS 	
8. Plan Maestro Parte IV	Capítulo 4: Participación Alcance para padres Avisos en idioma primario Comité Asesor de Estudiantes de Inglés (ELAC) Comité Asesor de Aprendices de Inglés del Distrito (DELAC)	
9. Evaluación anual del programa de aprendices de inglés	Resumen de programas, servicios, datos, y evaluación	
10. Plan del sitio escolar	Revisar y asesorar sobre el consejo escolar relacionado con los planes escolares relacionados con los estudiantes de inglés- evaluar y priorizar plan de acción	Asesorar a SSC en el plan del sitio escolar
11. Plan de seguridad	Revisar y asesorar sobre el consejo escolar relacionado con las metas y plan de seguridad	
12. Política de uniforme	Aportes para la política de uniforme	
13. LCAP Oportunidades para dar Sugerencias	<ul style="list-style-type: none"> Entorno seguro y acogedor Fortalecimiento de la instrucción basada en estándares de nivel de grado Implementación de desarrollo profesional escalonado Apoyar el desarrollo y uso del lenguaje académico de los estudiantes de inglés al hablar, escuchar, leer y escribir. 	
14. Anunciar fecha de la próxima junta	30 de enero de 2024 a las 8:30 am	
15. Fechas Próximas	Café con los Padres: 18 de enero del 2024, 2:40 pm Día Mínimo: 15 de diciembre del 2023 Vacaciones de invierno 12-18-23 al 1-5-24 Regresa 1-08-24	
16. Aplazamiento		M: 2ª: En favor: Opuestos: Aplazamiento: _____

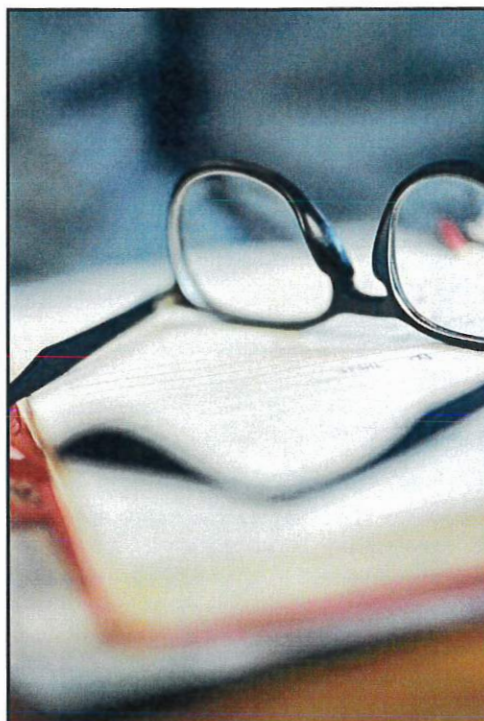


1

A slide titled "PBIS REWARDS" with a background image of a pair of glasses resting on a stack of papers. The title is in black capital letters, underlined with a thin red line. Below the title is a bulleted list of four items.

- What is PBIS?
- Why PBIS?
- What are our Site Expectations for Online vs. In-person?
- How PBIS Rewards works?

2

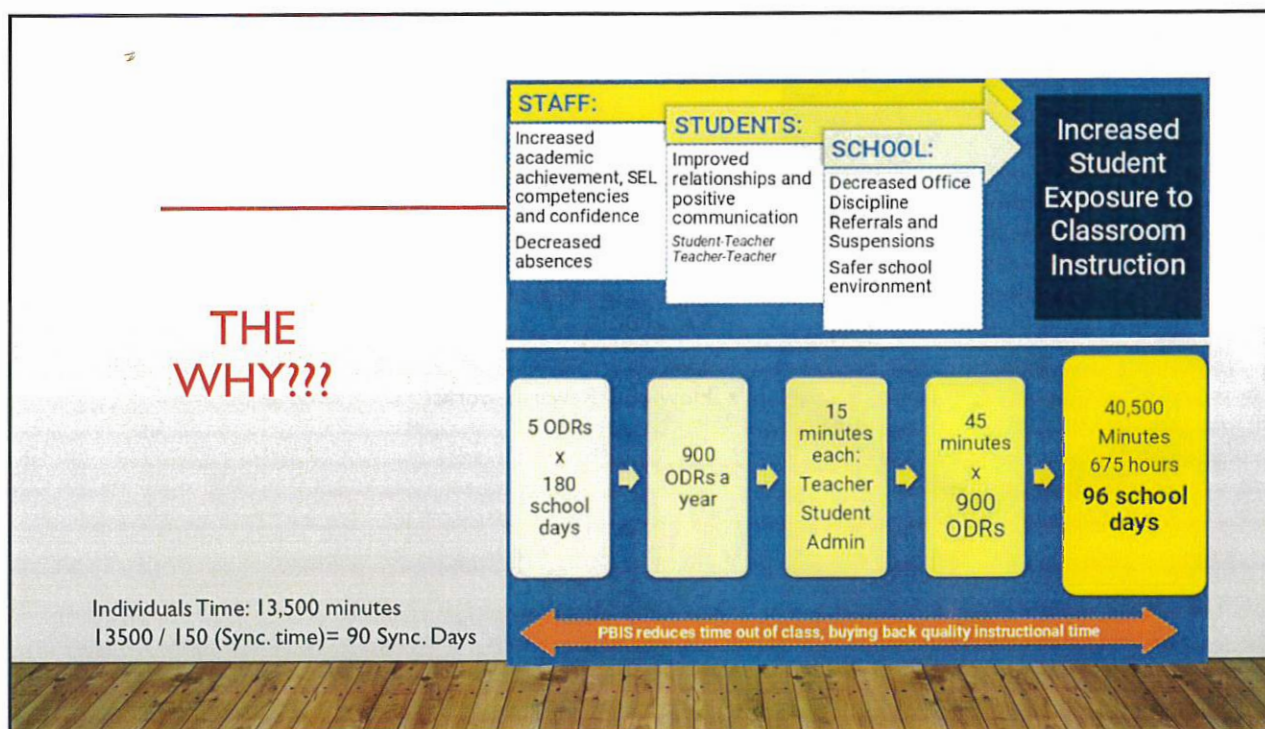


THE WHAT...

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

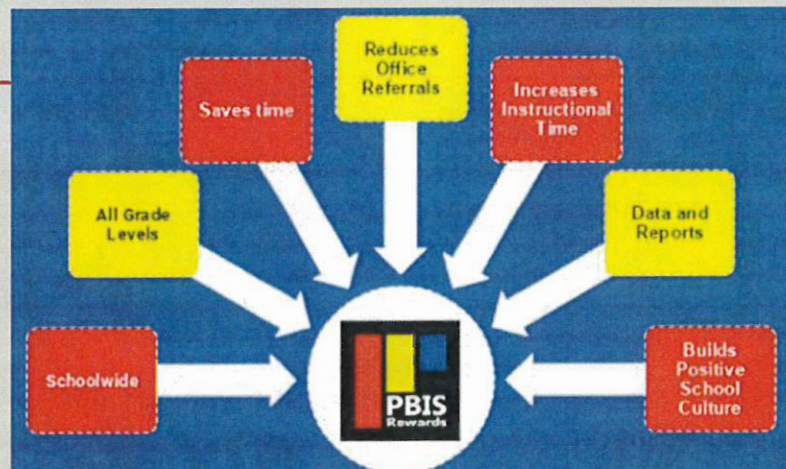
AWARDING MUSTANG TICKETS

The screenshot shows the PBIS Rewards app interface. On the left is a sidebar menu with options: Reward, Groups, My Activity, Stores, and Events. The main area displays the 'Reward Student' form for Kayla Hernandez. At the top, it shows 'Awarded Today: 0' and 'Point Goal: 100'. The student's name 'Kayla Hernandez' is at the top of the form, followed by a search icon. Below the name is a profile picture placeholder and the student ID '20010322 (4 - F)'. The 'Current Balance' is 0, and the 'No. Check' is N/A. There are three checkboxes: 'Safe', 'Respectful', and 'Responsible'. Below these is a 'CLEAR' button. A 'Comment (optional)' text area is present. At the bottom, it shows 'Characters Left: 150' and a note: 'To activate a comment, text must be added before clicking Reward'. There are 'CANCEL' and 'REWARD' buttons at the very bottom.

<https://app.pbisrewards.com/login.php>

7

IN SUMMARY...



Next Meeting: Tuesday 1/26/2021: Learn to Award Tickets to a Group of students.

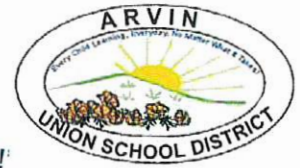
8

GEORGIA RHETT
DISTRICT SUPERINTENDENT

EMMA PEREIDA-MARTINEZ
ASSISTANT SUPERINTENDENT

ARVIN UNION SCHOOL DISTRICT

"Every Child Learning, Every Day, No Matter What It Takes!"



District Office
737 Bear Mountain Blvd.
Arvin, CA 93203

(661) 854-6500
FAX (661) 854-2362

**Sierra Vista
Elementary School**
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Arvin, CA 93203

(661) 854-6560
FAX (661) 854-7523

**Bear Mountain
Elementary School**
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Elementary School**
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Center Annex**
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Arvin, CA 93203

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November 13th, 2023

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:

Location: ECR Parent Center
Date: Tuesday, December 5th, 2023
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,

Hilda Ocampo, Vice Principal
Telephone Number: 661-854-6661

cc: School Safety Plan binder

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November 13th, 2023

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.

Sincerely,

Hilda Ocampo, Vice Principal
Telephone Number: 661-854-6661

cc: School Safety Plan binder

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November 13th, 2023

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.

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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Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

Hilda Ocampo, Vice Principal
Telephone Number: 661-854-6661

cc: School Safety Plan binder

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November 13th, 2023

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.

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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Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

Hilda Ocampo, Vice Principal
Telephone Number: 661-854-6661

cc: School Safety Plan binder

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November 13th, 2023

Luis Estrada, PTA President
911 El Camino Real Elementary
Arvin, CA 93203

RE: Public Meeting Concerning School Safety Plan

Dear Mr. Estrada:

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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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,

Hilda Ocampo, Vice Principal
Telephone Number: 661-854-6661

cc: School Safety Plan binder

1. The first part of the document is a list of names and addresses of the members of the committee.

GEORGIA RHETT
DISTRICT SUPERINTENDENT

EMMA PEREIDA-MARTINEZ
ASSISTANT SUPERINTENDENT

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November 13th, 2023

Frank Davilla, ELAC Representative
2124 James Court
Arvin, CA 93203

RE: Public Meeting Concerning School Safety Plan

Dear Mr. Davilla:

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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Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

Hilda Ocampo, Vice Principal
Telephone Number: 661-854-6661

cc: School Safety Plan binder

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November 13th, 2023

Flor Duran, SSC Representative
1425 Chico Court
Arvin, CA 93203

RE: Public Meeting Concerning School Safety Plan

Dear Mrs. Duran:

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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Thank you in advance for any assistance you may be able to provide in the upcoming school safety meeting.

Sincerely,

Hilda Ocampo, Vice Principal
Telephone Number: 661-854-6661

cc: School Safety Plan binder



EL CAMINO REAL ELEMENTARY
School Site Council
Agenda: October 17, 2023
Room T1



ITEMS	ACTIONS	NOTES
1. Call to Order		Call to order by: At:
2. Welcome and Introductions	Introductions of those present including new members Review of sign-in/attendance	Quorum: Yes or no
3. Review of Agenda	Explanation of items Requests for additional items/changes	
4. Read Minutes	Motion to Approve SSC Meeting August 29, 2023	M: 2nd: In favor: Opposed:
5. Public Comment	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. DAC Report	Report by DAC Representative- September 27, 2023 Next meeting Oct 25, 2023 9:00 ECR	
7. Data	Review Data i-ready, ELPAC, CAASPP	
8. Title 1: Single Plan for Student Achievement	Review of goals/action steps, budget priorities as related to the SPSA 8.1 Review Analysis of Survey Data 8.2 Review and advise of the plan, goals, material needs, and process of monitoring implementation of activities and progress of objectives. 8.3 Review of 2022-2023 Board Approved Budget and Site's Preliminary 2023-2024 Budget Allocation 8.4 Review Input from ELAC	Advise:
9. Safety Plan Input	Safety Plan input-	
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, December 5, 2023 2:30 pm	
12. Upcoming Dates	Coffee with the Parents October 26, 2023 2:40 pm DAC Oct 25th 9:00AM (ECR) /DELAC 3:00pm (HD)	
13. Adjournment	Halloween PE Walk Oct. 27th during PE per grade level Red Ribbon Week October 23rd – October 27th, 2023 Coffee with the Parents October 26, 2023 2:40 pm DAC Oct 25, 2023 9:00AM (ECR) / DELAC 3:00pm (HD)	M: 2nd: In favor: Opposed: Meeting adjourned at



EL CAMINO REAL ELEMENTARY
Concilio Escolar
Agenda: 17 de octubre de 2023
Salón T1



ARTICULOS	ACCIONES	NOTAS
1. Llamar al Orden		Llamado a orden por: A las:
2. Bienvenida y presentaciones	Introducciones de los presentes incluyendo nuevos miembros Repaso de la asistencia	Quórum: si o no
3. Revisión de la agenda	Explicación de artículos Pedir artículos adicionales	
4. Leer Minutos	Moción para aprobar Junta de 29 de agosto de 2023	M: 2 ^a En favor: Opuestos:
5. Comentario Publico	Bajo la ley de junta abierta, se prohíbe que el comité tome acción en asuntos relacionados con comentarios públicos. Asuntos presentados en esta junta puede ser programado para otra junta del Concilio.	
6. Reporte de DAC	Reporte de Representante de DAC- 27 de septiembre de 2023 Próxima fecha- 25 de octubre de 2023 9:00 ECR	
7. Datos	Repaso de Datos: i-ready, ELPAC, CAASPP	
8. Titulo 1: Plan Escolar de Logros Estudiantiles	Revisión de objetivos/pasos de acción, prioridades presupuestarias en relación con el SPSA 8.1 Análisis de revisión de los datos de la encuesta 8.2 Revisar y asesorar sobre el plan, metas, necesidades materiales y proceso de seguimiento de ejecución de actividades y avance de objetivos. 8.3 Revisión del presupuesto aprobado por la junta para 2022-2023 y la asignación presupuestaria preliminar del sitio para 2023-2024 8.4 Revisar los aportes de ELAC	Avisé:
9. Plan de Seguridad	Aporte de Plan de seguridad-	
10. LCAP- Oportunidad para dar Sugerencias	<ul style="list-style-type: none"> Entorno seguro y acogedor Fortalecimiento de la instrucción basada en estándares de nivel de grado Implementación de desarrollo profesional escalonado Apoyar el desarrollo y uso del lenguaje académico de los estudiantes de inglés al hablar, escuchar, leer y escribir 	
11. Anunciar próxima junta	Martes, 5 de diciembre de 2023 a las 2:30 pm	
12. Fechas Próximas	Desfile de Halloween 27 de octubre durante PE- cada grado Semana de liston rojo 23 de octubre al 27 de octubre de 2023 Café con los padres-26 de octubre, 2:40 pm DAC 25 de octubre 9:00AM (ECR)/ DELAC 3:00pm (HD)	
13. Aplazamiento		M: 2 ^a En favor: Opuestos: Aplazamiento:



EL CAMINO REAL ELEMENTARY
School Site Council
Agenda: October 17, 2023
Room T1



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9. Safety Plan Input	Safety Plan input-	
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, December 5, 2023 2:30 pm	
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EL CAMINO REAL ELEMENTARY
Concilio Escolar
Agenda: 17 de octubre de 2023
Salón T1



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5. Comentario Publico	Bajo la ley de junta abierta, se prohíbe que el comité tome acción en asuntos relacionados con comentarios públicos. Asuntos presentados en esta junta puede ser programado para otra junta del Concilio.	
6. Reporte de DAC	Reporte de Representante de DAC- 27 de septiembre de 2023 Próxima fecha- 25 de octubre de 2023 9:00 ECR	
7. Datos	Repaso de Datos: i-ready, ELPAC, CAASPP	
8. Titulo 1: Plan Escolar de Logros Estudiantiles	Revisión de objetivos/pasos de acción, prioridades presupuestarias en relación con el SPSA 8.1 Análisis de revisión de los datos de la encuesta 8.2 Revisar y asesorar sobre el plan, metas, necesidades materiales y proceso de seguimiento de ejecución de actividades y avance de objetivos. 8.3 Revisión del presupuesto aprobado por la junta para 2022-2023 y la asignación presupuestaria preliminar del sitio para 2023-2024 8.4 Revisar los aportes de ELAC	Avisé:
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10. LCAP- Oportunidad para dar Sugerencias	<ul style="list-style-type: none"> Entorno seguro y acogedor Fortalecimiento de la instrucción basada en estándares de nivel de grado Implementación de desarrollo profesional escalonado Apoyar el desarrollo y uso del lenguaje académico de los estudiantes de inglés al hablar, escuchar, leer y escribir 	
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13. Aplazamiento		M: 2ª: En favor: Opuestos: Aplazamiento:

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:

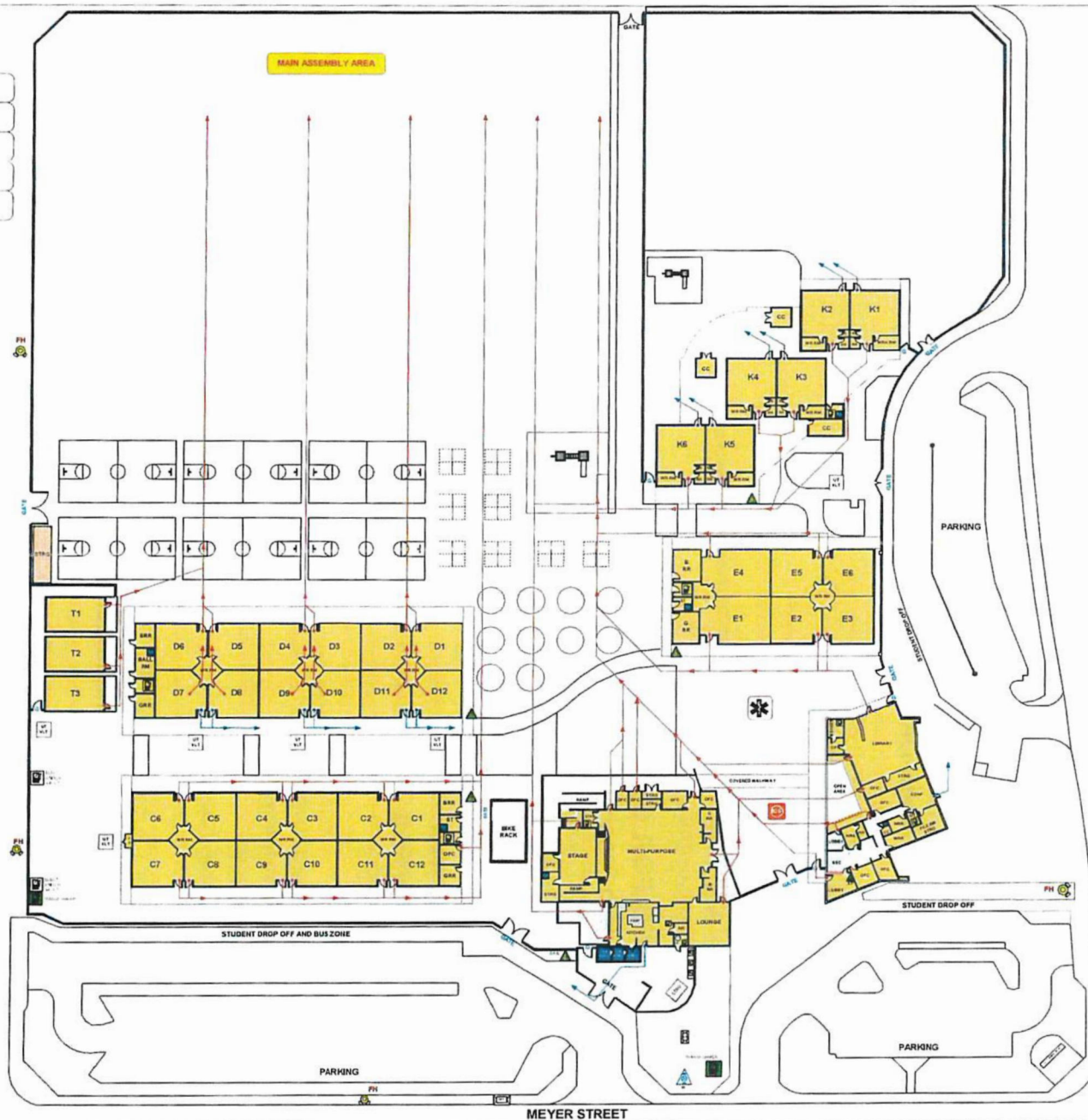
- | | | |
|----------------------|---|------------|
| 1. ELA / ELD | - | Sufficient |
| 2. Math | - | Sufficient |
| 3. Social Studies | - | Sufficient |
| 4. Science | - | Sufficient |
| 5. Health | - | N/A |
| 6. Foreign Language | - | Sufficient |
| 7. Special Education | - | N/A |

Facility Inspection:

- | | | |
|-------------------|---|-----------|
| 1. Overall Rating | - | 100% |
| 2. School Rating | - | Exemplary |
| 3. Deficiencies | - | None |

-  SECURITY ALARM PANEL
-  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



ELECTRICAL



FIRE HYDRANT



WATER SHUT OFF



CHEMICALS



GAS SHUT OFF



ELEVATOR



ALARM PANEL



REST ROOM

MAIN ROUTE

ALTERNATE ROUTE

FIRE LANE



ARVIN UNION SCHOOL DISTRICT

MODEL EMERGENCY PLAN FOR STUDENTS WITH SPECIAL NEEDS

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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 auxillary 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:
 - o approximately 60 inches above the floor;
 - o in a location that is not obscured in normal operation such as a swinging door;
 - o 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 personal, 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 or 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.

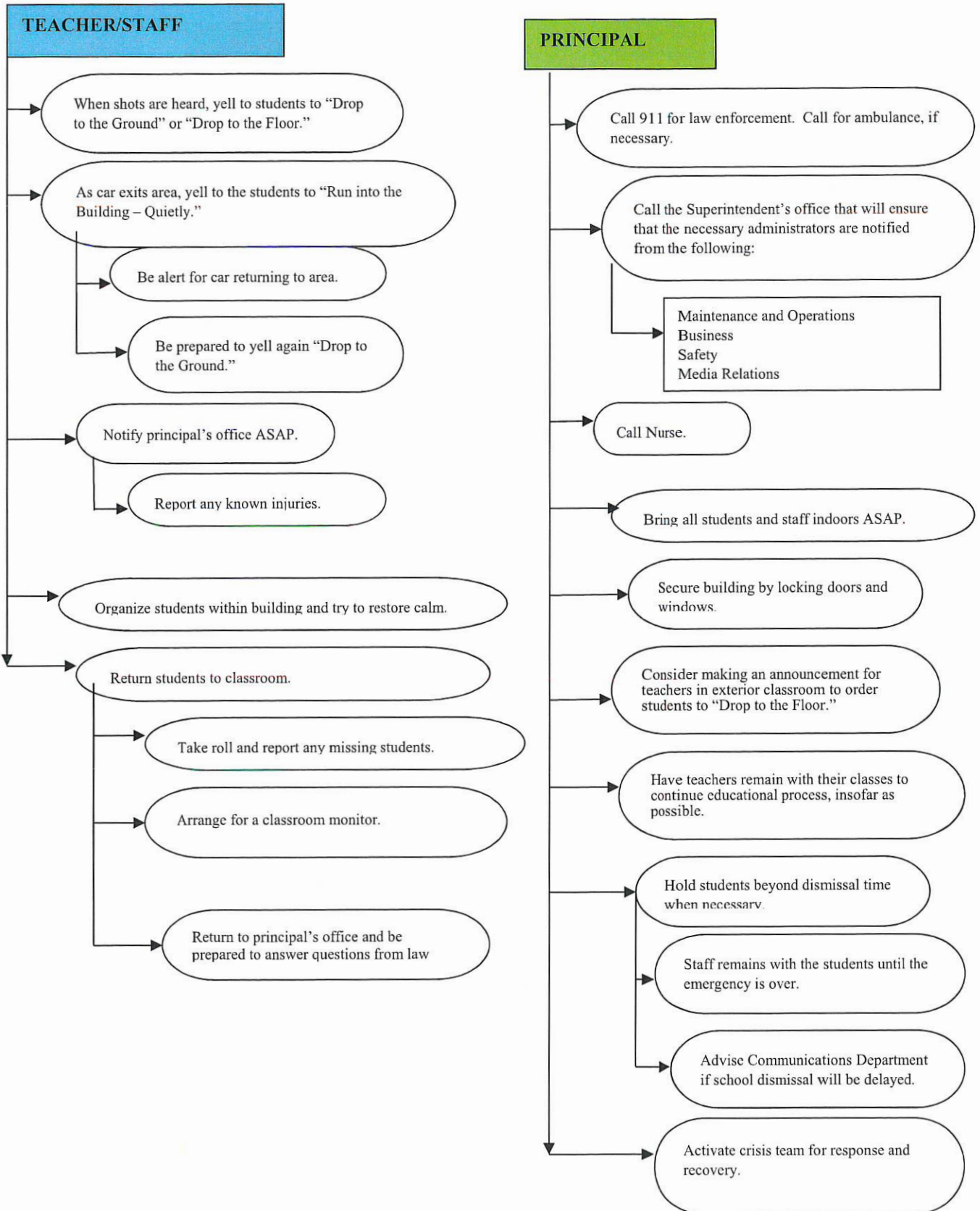
Refer calls from media to designated media relations staff.

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



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.

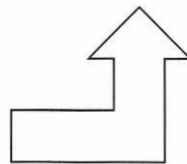
If they continue to refuse to leave, call law enforcement or 911 if determined to be an

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.

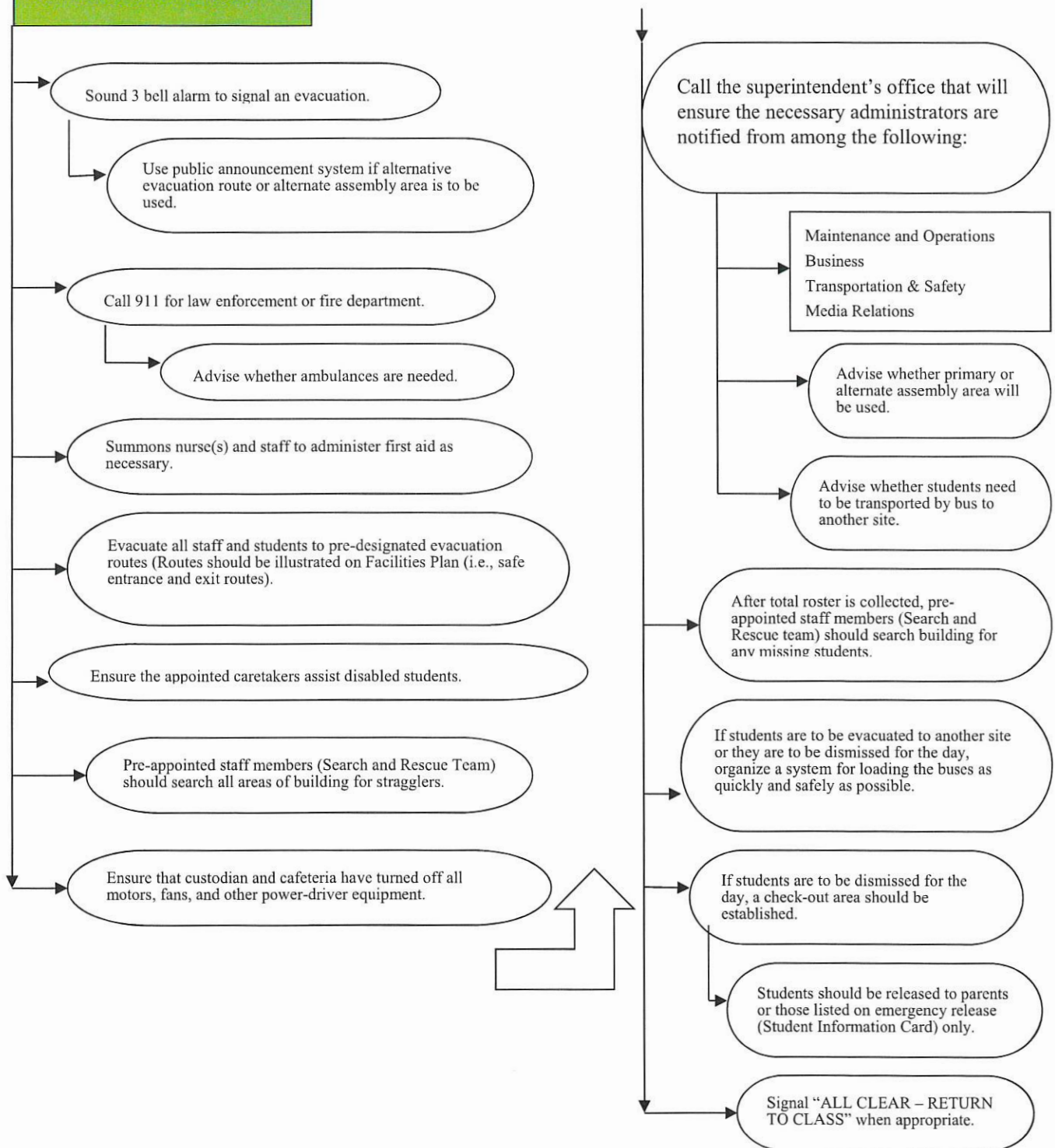
Report any missing students immediately.

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.

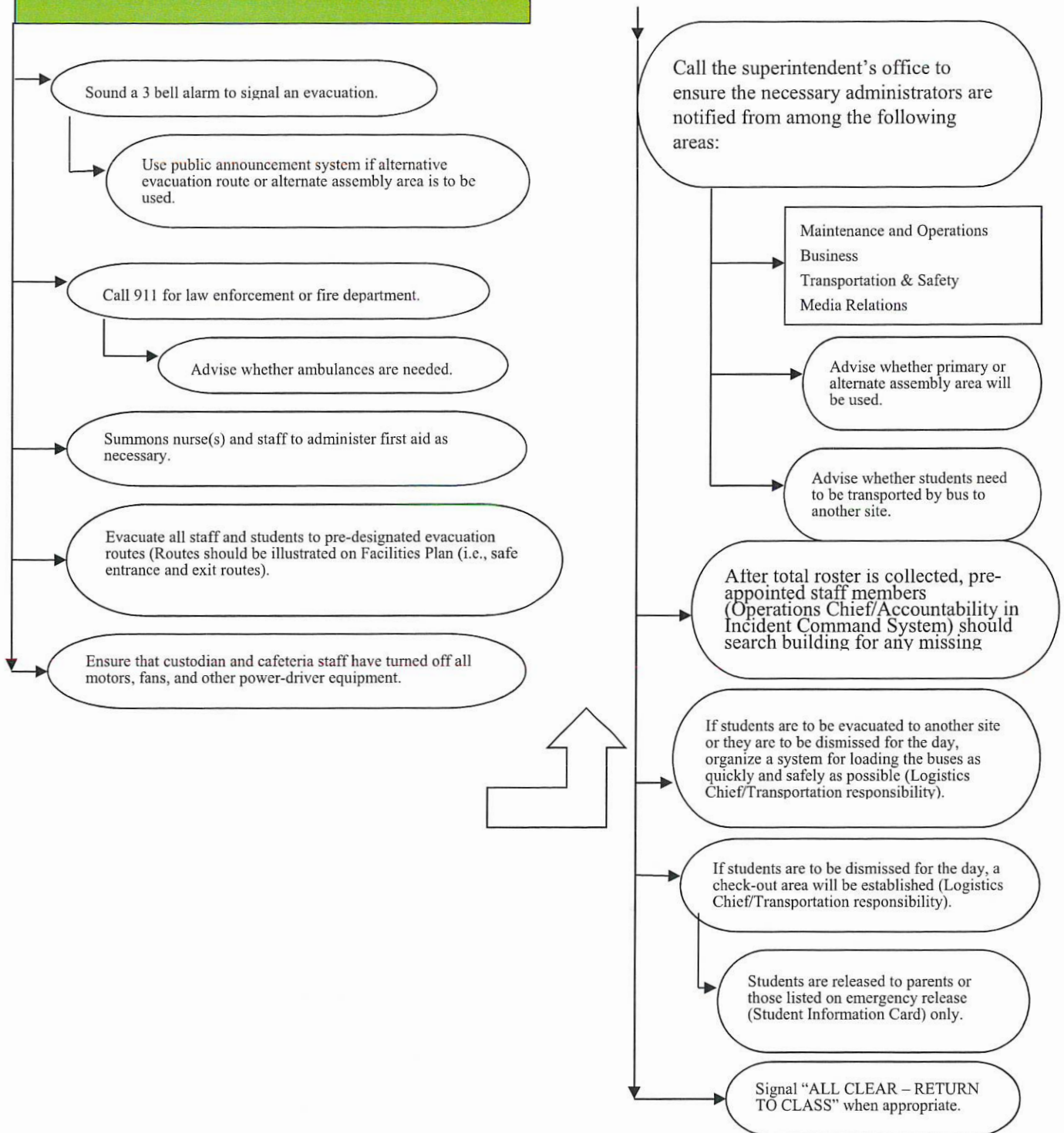
→ Immediately report any missing students to the principal or designee.

→ Note on roster any students who are released to parents.

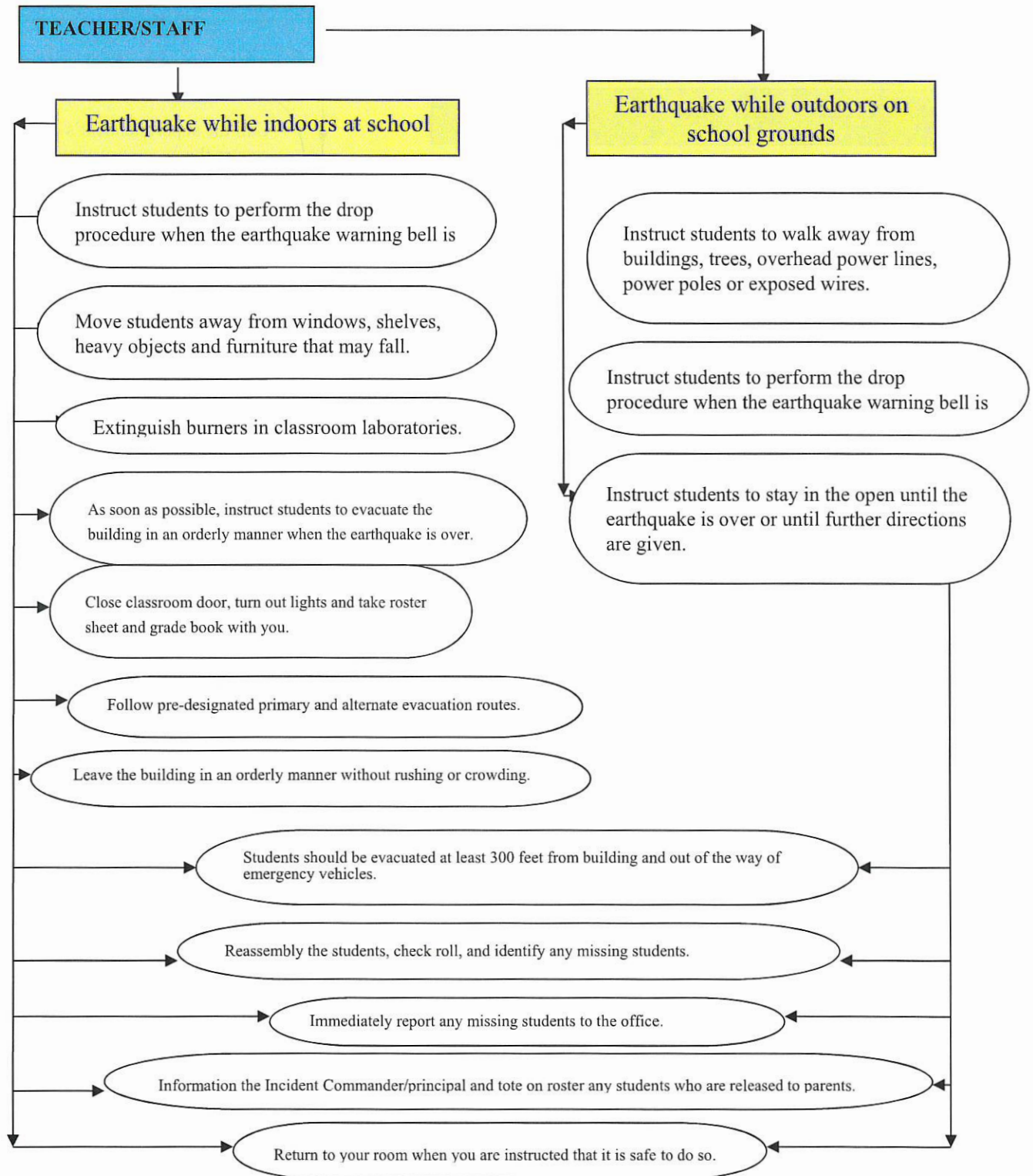
→ Return to your room when you are instructed that it is safe to do so.

AUSD Safety Procedure: FIRE DRILLS AND FIRES (Continued)

PRINCIPAL'S OFFICE/INCIDENT COMMANDER

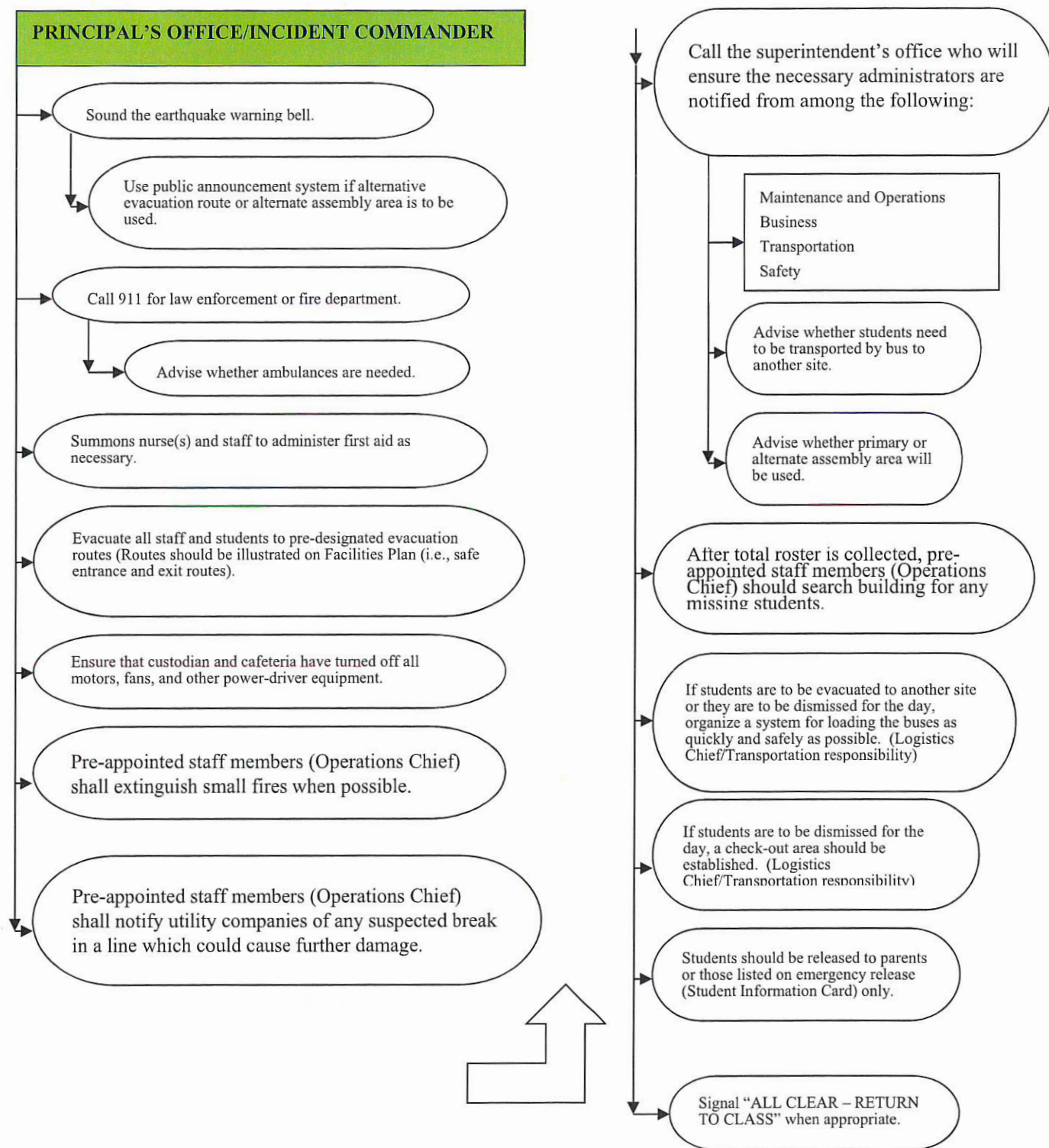


AUSD Safety Procedure: EARTHQUAKE DRILL AND EARTHQUAKES



AUSD Safety Procedure: EARTHQUAKE DRILL & EARTHQUAKES

PRINCIPAL'S OFFICE/INCIDENT COMMANDER



AUSD Safety Procedure: *BOMB THREAT*

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.

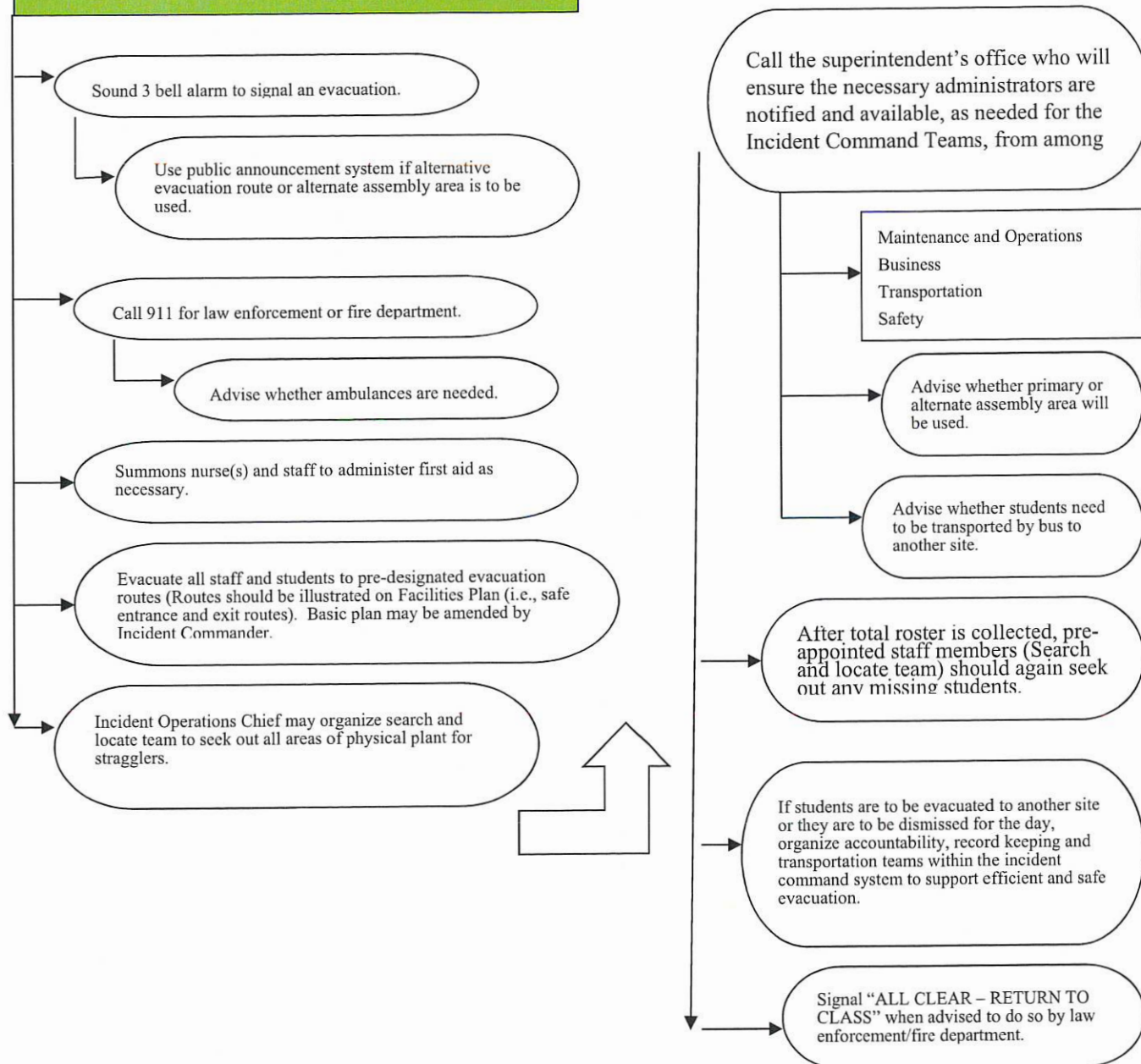
Any employee who receives a bomb threat shall immediately call 911 and report the threat to the principal or designee.

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)

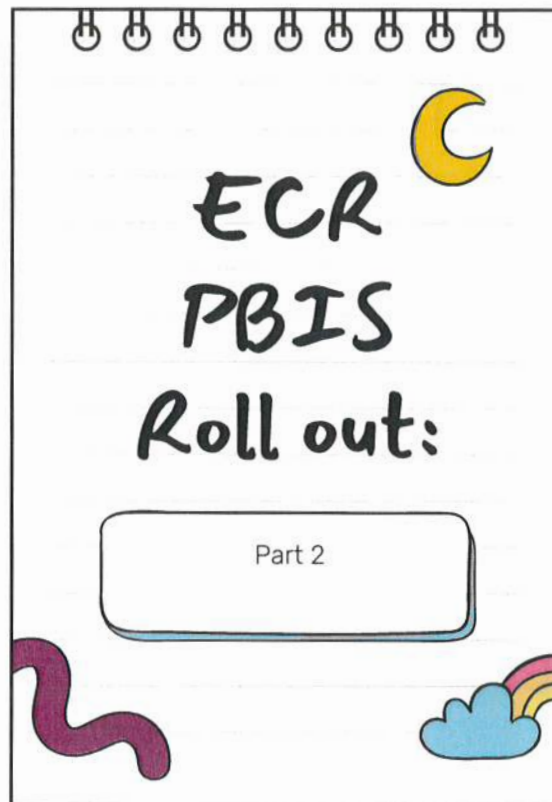
PRINCIPAL'S OFFICE/INCIDENT COMMANDER



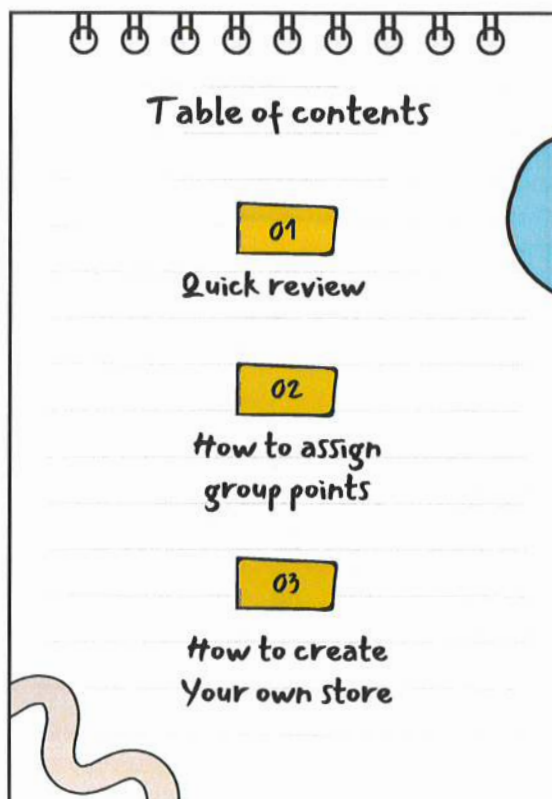
PBIS Expectation Matrix

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


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 taking responsibility for having their camera turned off, so teachers are unable to assess their participation.	During synchronous and asynchronous instruction	Students turn on their camera, 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 sit at their desk and stay on task.	Responsible/Respectful
Students by their own choice or teacher's choice are permitted to the celling or walls.	During synchronous and asynchronous time	Students need to sit at their desk and stay on task, and keep the camera on themselves.	Responsible/Respectful
Students are not completing asynchronous tasks/assignments when given time to class.	During synchronous time	Students complete any assignments or tasks during synchronous time when asked.	Responsible
Students do not turn in asynchronous assignments.	During asynchronous time	Students complete their asynchronous assignments.	Responsible
Students are moving and standing without permission.	During synchronous	Students must sit and remain where teacher indicates.	Responsible/Respectful
Students are misusing their electronic devices that, but in non-educational purposes.	During synchronous and asynchronous time	Students use their electronic devices for educational purposes only.	Responsible/Respectful/Safety
Students are using electronic devices in the way of their own learning.	Synchronous instruction	Students are using electronic devices responsibly by removing distractions from their environment.	Responsible/Respectful
Parents are giving screens 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 synchronous and asynchronous time	Students need to eat before 8:45, on break, or at lunch.	Responsible

3



min. 30 pts assigned daily per teacher

Behavior Reinforcement Schedule

PBIS Rewards.

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)

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!

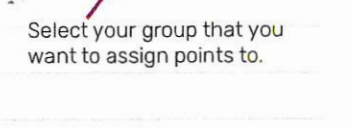
6

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:

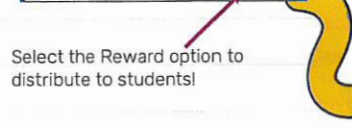
Step 4: Select the desired behavior box.



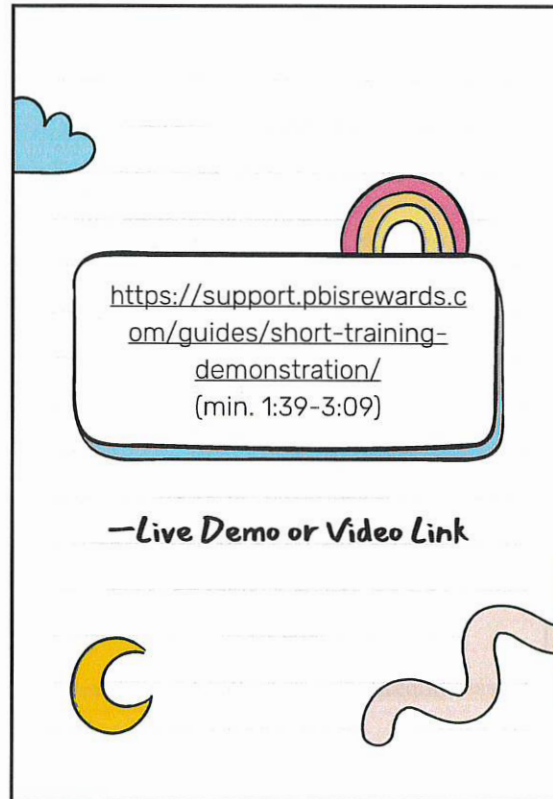
Step 5: Select the comment tab- add your custom link describing positive behavior.



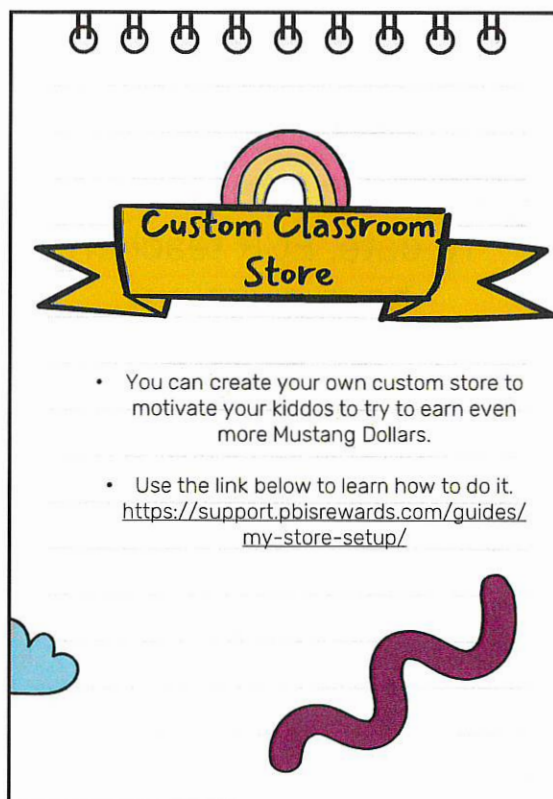
Step 6: Select the Reward option to distribute to students!




8



9



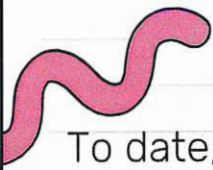
10



Custom Store:
What items can we use
that won't break the
bank?

<https://www.pbisrewards.com/pbis-incentives/>


11



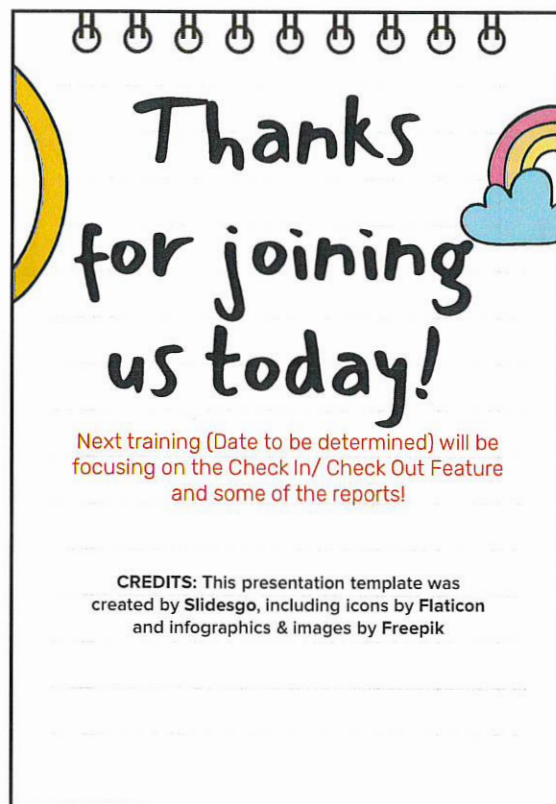
To date, ECR teachers
have given out
3,943
Mustang Dollars!

Points by Month

Grade	Aug	Sep	Oct	Nov	Dec	Jan
Grade Total	0	0	0	0	0	3943
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	530
Grade 3	0	0	0	0	0	533
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 _____

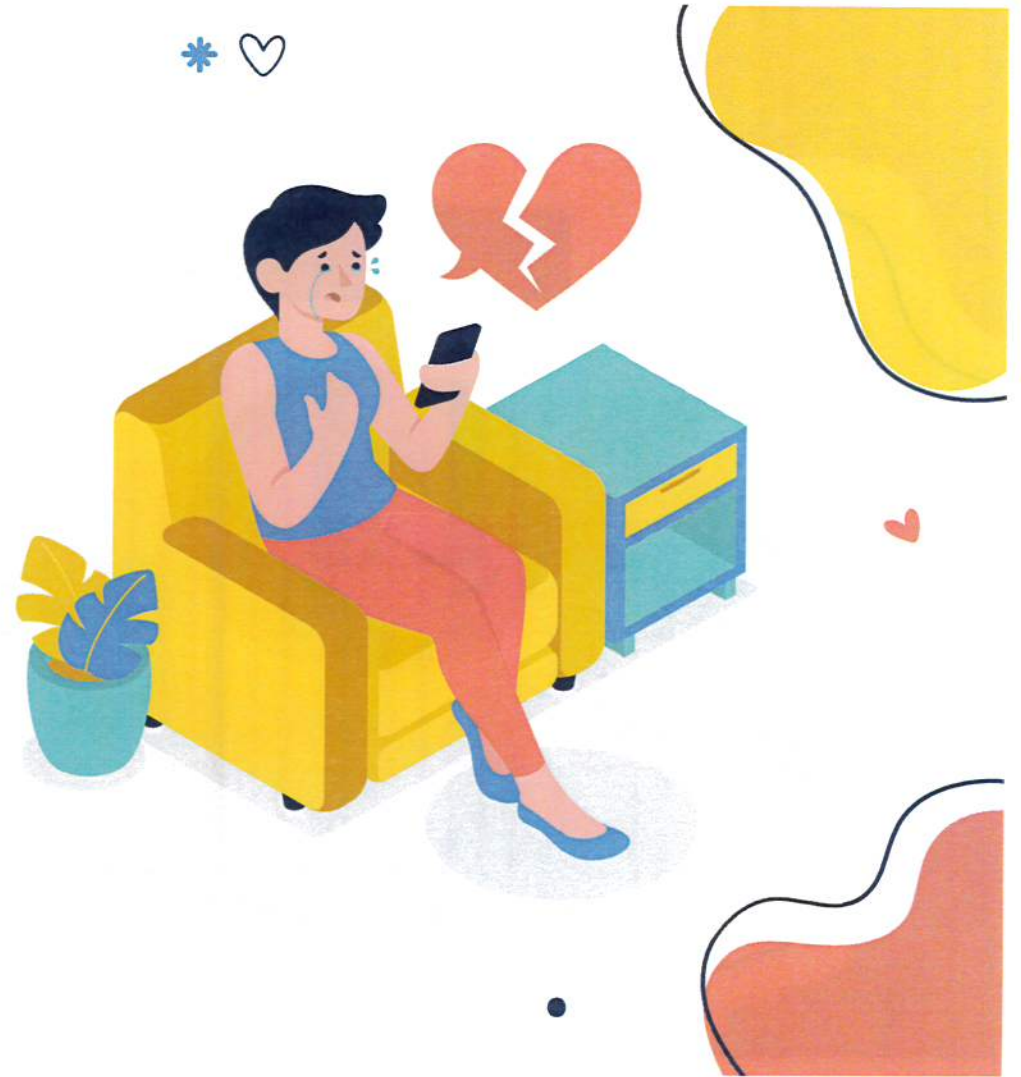
Signature of Principal/Designee

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)



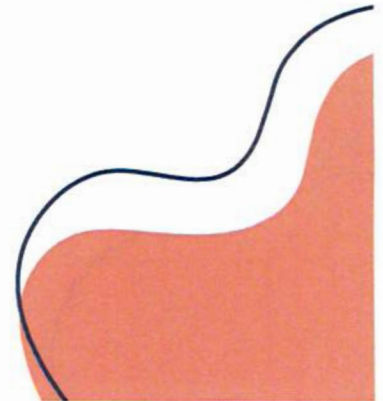
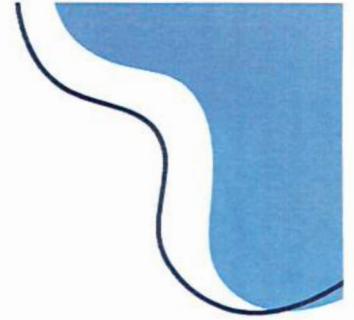
HOW DO YOU FEEL TODAY?



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.




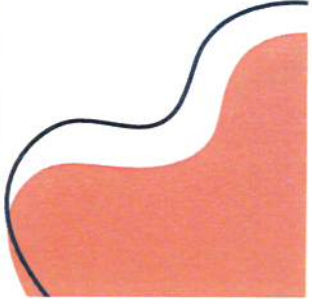


- Social and Emotional learning is also evidence based.
- If you can improve the students' SEL, you can improve their attitudes, relationships and academic performance in the classroom.
- It can also decline a student's anxiety and behavioral problem.





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.*

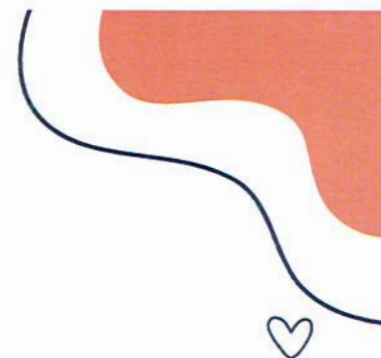
-Aristotle



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.

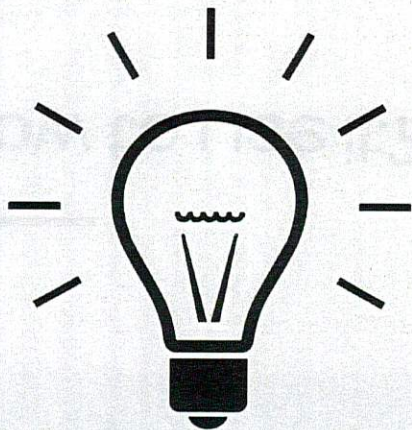
The importance of consistency

- 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



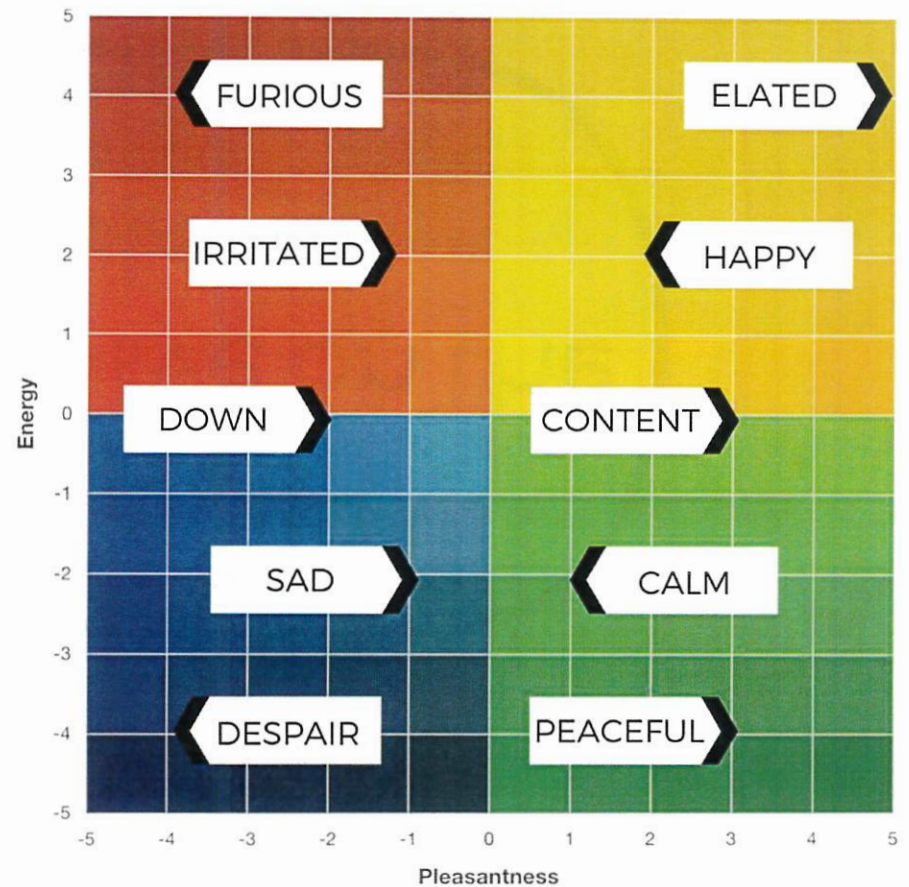
- THE MOOD METER IS A TOOL THAT CAN HELP US BUILD ALL FIVE OF THE RULER SKILLS.
- WE CAN USE THE MOOD METER TO...RECOGNIZE, UNDERSTAND, AND LABEL EMOTIONS, WHICH BUILDS OUR SELF- AND SOCIAL-AWARENESS.
- ONCE WE ARE AWARE OF WHAT WE AND OTHERS ARE FEELING, WE CAN USE THIS AS A STARTING POINT FOR EXPRESSING 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...

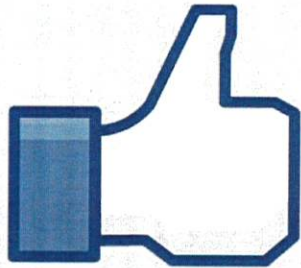




Where do you live on the
Mood Meter?



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
School Site Council
Agenda: December 5, 2023 Room T1



ITEMS	ACTIONS	NOTES
1. Call to Order		Call to order by: At:
2. Welcome and Introductions	Introductions of those present including new members Review of sign-in/attendance	
3. Review of Agenda	Explanation of items Requests for additional items/changes	
4. Read Minutes	Motion to Approve SSC Meeting October 17, 2023	M: 2nd: In favor: Opposed:
5. Public Comment	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. DAC Report	Report by DAC Representative- November 29, 2023 Next meeting: January 24, 2024 @ 9 am (SV)	
7. ELAC Input for Safety Plan	Share ELAC input for Safety Plan	:
8. Safety Plan	Review and Approve Safety Plan	M: 2nd: In favor: Opposed:
9. DATA	2022-2023 California Healthy Kids Data	
10. Single Plan for Student Achievement monitoring action steps 2023-2024	School Plan for Student Achievement (SPSA): Provide expenditure updates, and current monitoring progress for our goals.	
11. Title 1 Federal Funded Employees	El Camino Real Elementary employees paid with federal funds are providing direct services to students Review Direct Instruction Action Step	Input provided
12. Uniform Policy	Uniform Policy Input	
13. 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	Input Provided
14. Announce future meeting date	Tuesday, January 30, 2024 @ 2:30 pm	
15. Upcoming Dates	Coffee with the Parents: January 18, 2024 @ 2:40 PM Minimum Day: December 15, 2023 Winter Break: 12-18-23 to 1-5-24 Return 1-08-24	
16. Adjournment		M: 2nd: In favor: Opposed: Meeting adjourned at



ESCUELA EL CAMINO REAL
Concilio Escolar
Agenda: 5 de diciembre del 2023 Salón T1



ARTICULOS	ACCIONES	NOTAS
1. Llamar al Orden		Llamado a orden por: A las:
2. Bienvenida y presentaciones	Introducciones de los presentes incluyendo nuevos miembros Repaso de la asistencia	
3. Revisión de la agenda	Explicación de artículos Pedir artículos adicionales	
4. Leer Minutos	Moción para aprobar Junta de 17 de octubre de 2023	M: 2a: En favor: Opuestos:
5. Comentario Publico	Bajo la ley de junta abierta, se prohíbe que el comité tome acción en asuntos relacionados con comentarios públicos. Asuntos presentados en esta junta puede ser programado para otra junta del Concilio.	
6. Reporte de DAC	Reporte de Representante de DAC- 29 de noviembre del 2023 Próxima junta: 24 de enero del 2024 9:00 am (SV)	
7. Aportes de ELAC para plan de seguridad	Compartir los aportes de ELAC sobre el plan de seguridad	
8. Plan de Seguridad	Repasar/Aprobar (plan de seguridad)	M: 2a: En favor: Opuestos
9. DATOS	2022-2023 Datos de California Healthy Kids	
10. Título 1 Plan Escolar de Logros Estudiantiles Monitoreo de pasos de acción para 2023-2024	Plan Escolar para el Rendimiento Estudiantil (SPSA): Proporcionar actualizaciones de gastos y monitorear el progreso actual para nuestros objetivos.	
11. Empleados financiados por fondos federales del Título 1	Los empleados de la Primaria Bear Mountain pagados con fondos federales ofrecen servicios directos a los estudiantes Revise los pasos de acción de instrucción directa	Dar comentarios o informar:
12. Política de uniforme	Aportes para la política de uniforme	
13. LCAP- Oportunidad para dar Sugerencias	<ul style="list-style-type: none"> Entorno seguro y acogedor Fortalecimiento de la instrucción basada en estándares de nivel de grado Implementación de desarrollo profesional escalonado Apoyar el desarrollo y uso del lenguaje académico de los estudiantes de inglés al hablar, escuchar, leer y escribir. 	Dar comentarios o informar:
14. Anunciar próxima junta	Martes, 30 de enero del 2024 a las 2:30 pm	
15. Fechas Próximas	Café con los Padres: 18 de enero del 2024, 2:40 pm Dia Mínimo: 15 de diciembre del 2023 Vacaciones de invierno 12-18-23 al 1-5-24 Regresa 1-08-24	
16. Aplazamiento		M: 2a: En favor: Opuestos: Aplazamiento:



EL CAMINO REAL ELEMENTARY
School Site Council
Agenda: January 30, 2024, Rm T1



ITEMS	ACTIONS	NOTES
1. Call to Order		Call to order by: At:
2. Welcome and Introductions	Introductions of those present including new members Review of sign-in/attendance	
3. Review of Agenda	Explanation of items Requests for additional items/changes	
4. Read Minutes	Motion to Approve	M: 2nd: In favor: Opposed:
5. Public Comment	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. DAC Report	Report from DAC Rep	
7. School Accountability Report Card (SARC)	Review ECR Approve SARC	M: 2nd: In favor: Opposed:
8. Safety Plan	Review / Approve Safety Plan	M: 2nd: In favor: Opposed:
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 27, 2024, 2:30 PM	
12. Upcoming Dates	-Feb 1st 5th/6th Healthy Kids Survey -Feb 2nd Heart Day Celebration (Wear Red) -Feb 5th ELPAC State Testing Begins -Feb 6th Kinder Registration 2024-2025 School Year 4:00 pm - 6:00 pm -Feb 9th End of Trimester II -No School: February 12th/ February 19th -Feb 20th Board Meeting -Feb 21st EL Parent Meeting/ DELAC 3:00 pm @ HD -Feb 22nd AUSD Oral Language Festival -Feb 22nd CWP 2:40 pm -Feb 23rd Report Cards Go Home -Feb 27th ELAC 8:30 am - SSC 2:30 pm -Feb 28th DAC 9:00 am @ HD	
13. Adjournment		M: 2nd: In favor: Opposed: Meeting adjourned at



ESCUELA EL CAMINO REAL
Concilio Escolar
Agenda: 30 de enero del 2024, salón T1



ARTICULOS	ACCIONES	NOTAS
1. Llamar al Orden		Llamado a orden por: A las:
2. Bienvenida y presentaciones	Introducciones de los presentes incluyendo nuevos miembros Repaso de la asistencia	
3. Revisión de la agenda	Explicación de artículos Pedir artículos adicionales	
4. Leer Minutos	Moción para aprobar	M: 2a: En favor: Opuestos:
5. Comentario Publico	Bajo la ley de junta abierta, se prohíbe que el comité tome acción en asuntos relacionados con comentarios públicos. Asuntos presentados en esta junta puede ser programado para otra junta del Concilio.	
6. DAC	Informe de representante de DAC	
7. Informe de Responsabilidad Escolar (SARC)	Repasar/Aprobar (SARC)	M: 2a: En favor: Opuestos:
8. Plan de Seguridad	Repasar/Aprobar (plan de seguridad)	M: 2a: En favor: Opuestos:
9. Responsabilidades de miembros de SSC y DAC	Repasar las responsabilidades de miembros de DAC y SSC	
10. LCAP- Oportunidad para dar Sugerencias	<ul style="list-style-type: none">• Entorno seguro y acogedor• Fortalecimiento de la instrucción basada en estándares de nivel de grado• Implementación de desarrollo profesional escalonado• Apoyar el desarrollo y uso del lenguaje académico de los estudiantes de inglés al hablar, escuchar, leer y escribir.•	
11. Anunciar próxima junta	Martes, 27 de febrero del 2024 a las 2:30 pm	
12. Fechas Próximas	-1 de febrero 5/6 Encuesta sobre Niños Saludables -Celebración del 2 de febrero del Día del Corazón (vestir de rojo) -5 de febrero Comienzan las pruebas estatales ELPAC -6 de feb Inscripción Kinder Año Escolar 2024-2025 4:00 pm - 6:00 pm -9 de febrero Fin del Trimestre II -No hay clases: -12 de febrero y 19 de febrero -Reunión de la Junta Directiva del 20 de febrero -21 de febrero Reunión de padres EL/ DELAC 3:00 pm @ HD -22 de febrero Festival de Lenguaje Oral del AUSD -22 de febrero CWP 2:40 pm -23 de febrero Las boletas de calificaciones van a casa -27 de febrero ELAC 8:30 am - SSC 2:30 pm -28 de febrero DAC 9:00 am @ HD	
13. Aplazamiento		M: 2a: En favor: Opuestos: Aplazamiento:

El Camino Real Elementary

SSC Meeting

December 5, 2023

[illegible]

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 fom3ggA1WhmTnqSXsVTJJstBvnMLtNLIawSfgY/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/11zebyUzTIBjuiZZhx6bgVBNJUMN2vc17WqD16uvh-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

<https://docs.google.com/presentation/d/1fhGmPATNFsoZbyBDOvf TcRFV-m2yKYKdk7oHLfkv6I/preview>

National Suicide Prevention Week: September 4th -10th

The week of **September 4th - 10th** 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-9th: Wear your **Purple & Turquoise Ribbon** for the whole week.

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. 6 th	Wednesday Sept. 7 th	Thursday Sept. 8 th	Friday Sept. 9 th
#YouAreEnough During class, students and staff can write on a paper chain strip the name of the person they can count on when they have a problem.	#LetYourDreamsFly During class, students and staff can write a future goal or dream they wish to accomplish.	#YouMatter During class, students and staff can write positive affirmations about themselves on a heart.	#AUSDcares #ECRcares Purple Day! AUSD staff and students can show support and awareness by wearing purple.

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 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 for your SUPPORT!

SSW Ms. Quintino & SSW Mr. Estrada

Tuesday, September 6th

#YouAreEnough



- On a paper chain strip, students will write the **name of the person they can count on** when they have a problem. When the students complete the strip have them walk them up to you and please staple/tape the strips together to create a chain.
- At the end of the day, please drop off the chain with Ms. Quintino or Mr. Estrada.

Wednesday, September 7th

#LetYourDreamsFly



- During class the teachers will have the students write a future goal or dream they wish to accomplish. The students are welcome to take it home and share with family and in the classroom.

Thursday, September 8th

#YouMatter



- During class, students and staff can write positive affirmations about themselves on a purple heart. The students are welcome to take it home and share with family and in the classroom.

Friday, September 9th

#AUSDcares #ECRcares

#PurpleDay



- Staff is encouraged to wear PURPLE to show support and 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 a trusted adult.

The **ALICE** program empowers individuals to participate in their own survival using proactive response strategies in the face of violence. The program is designed to ensure anybody can employ the strategies. Young, old, male, female, it does not matter. Individuals do not have to be a police officer or military trained to survive a violent encounter.



Alert is your first notification of danger. It is recognizing the signs of danger and receiving information about the danger from others.



Lockdown: If Evacuation is not a safe option, barricade entry points. Prepare to Evacuate or Counter if needed.



Inform: Communicate real time information on shooter location. Use clear and direct language using any communication means possible.



Counter: As a last resort, create noise, movement, distance and distraction to reduce the shooter's ability to shoot accurately.



Evacuate: When safe to do so, run from danger using non-traditional exits if necessary. Rally points should be predetermined.

Remember, there are no guarantees in an active shooter or violent intruder situation. Just as in most other emergency situations the more you prepare, the better your chances of survival.



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)
☐ AUDS 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, AUDS Assistant Superintendent, or Designee will be called in to **MEDIATE**, 854-6512, and/or Jennifer Bowling, AUDS 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 AUDS 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.

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 _____

Denied _____

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

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]

<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 _____

Outcome

Wellness/Safety Plan *Required* _____ Referred to Dr. _____ Ref'd Psych Eval _____ Ref'd Med Eval _____ Other _____

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

Add'l Info: _____

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