

Comprehensive School Safety Plan SB 187 Compliance Document

**2023-24
School Year**

School: Sierra Vista Elementary School
CDS Code: 15-63313-6008833
District: Arvin Union Elementary School District
Address: 300 Franklin Street
Arvin CA, 93203
Date of Adoption: February 20, 2024

Approved by:

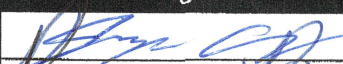
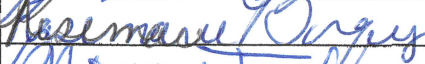
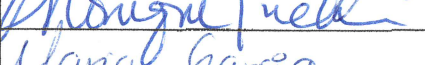


Name	Title	Signature	Date
Enrique Avila	President of SSC/Teacher		2/11/24
Rosemarie Borquez	Principal		2/14/24
Monique Rodriguez Tucker	Vice-Principal		2/14/24
Maria Garcia	DAC Parent		2/14/24
Brenda Menendez	ELAC Parent		2/14/24

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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 Sierra Vista Elementary School.

Safety Plan Vision

Sierra Vista 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)

Sierra Vista Elementary School Safety Committee

Incident Command/Principal - Rosemarie Borquez
Planning and Intelligence/School Secretary - Penny Perez
Operations/Vice Principal - Monique Rodriguez Tucker
Logistics/Site Custodian - Francisco Gonzalez
Administrator Finance/Categorical Clerk - Maria Cantu
Administrative Designee - Jesus Gonzalez Carbajal
Health Clerk - Stacie Horton
Campus Supervisor - Yesenia Bautista
School Social Worker - Mayra Perez & Raquel Perez
Student Success Facilitators - Sonia Duran & Marylu Carranza

Assessment of School Safety

The school campus is maintained by a custodial staff of several staff members. Staff and students at Sierra Vista 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.

Sierra Vista 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.

Sierra Vista Elementary School has an enrollment of 728 general education, according to Kern KIDs, pre-kindergarten through sixth grade students. The ethnic makeup of the pupil population is 96.8% Hispanic, 2.3% White, 0.4% African American, 0.1 % Asian, 0.3 % American Indian or Alaska Native, and 0.1% Filipino. 68.5% of our students are English Learners. Our students have a variety of life experiences. Some have recently arrived from out of the country or state while others have never left their neighborhood. We have 96.5% free and reduced lunch.

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 two years, 2020-2021, 2021-2022, and 2022-2023 California Healthy Kids Survey. The percentages represent the schools responses for all student responses from 5th grade.

2020 2021 / 2021 2022 / 2022 2023 respectively

OVERALL SUPPORTS AND ENGAGEMENTS - Part I

School Connectedness = 71%/73%/62%
Caring Adults in School = 73%/68%/69%
Meaningful Participation = 50%/45%/44%
Feel Safe at School = 78%/77%/67%

OTHER SCHOOL CLIMATE INDICATORS - Part II

Fairness = 79%/68%/64%

Rule Clarity = 93%/81%/83%
 Social Emotional Learning Supports = 81%/76%
 Anti-Bullying Messages = 81%/80%/78%
 Positive Behavior = 88%/78%/87%
 Parent Involvement in Education = 76%/73%/68%

ATTENDANCE

Chronic Absenteeism: Sierra Vista will continue to conduct restorative practice sessions with students in subgroups who are identified as homeless and students with disabilities especially. We will focus on the importance of instructional time. Students will also receive small group support from instructional aides within the classroom to assure they are building capacity along side their peers and not fall below grade level.

The impact of attendance focus for all students is critical to academic success. Sierra Vista places a high focus on A2A data, specifically the manageable and chronic groups, to promote attendance which is monitored closely by our school clerk along with our Student Success Facilitator.

SUSPENSIONS/EXPULSION

Suspension Rate (K-12): All student groups in suspension data are included in the table below (red), we will continue to change our action steps and continue to refine to assure positive outcomes. Site LCAP funds support staff who communicate daily with parents about the importance of attending school and instruction. Students receive check in and check out based on social emotional needs. Social Workers provide Tier III support. Relationships with families must be kept positive and show encouragement and support yet firm to educate parents on the importance of attendance to support academic achievement.

Annual Drill Schedule:

Once per month at the elementary:

8/22, 9/19, 10/19, 11/9, 12/12, 1/17, 2/14, 3/21, 4/18, 5/21 = all drills will be conducted in the am at approximately 8:20 am or in the afternoon at approximately 1:30 PM.

Specific Lockdown & Reverse Lockdown Drills are as follows:

Three per year (once each trimester); 10/19/23; 2/14/24; 4/18/2024.

Earthquake Drills are as follows:

10/19

2/14

4/18

AED Drills are as follows:

4/18

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2020 (%)	2021 (%)	2022 (%)	2023 (%)	Change
Finish all classroom assignments	80	92	97	80	-17
Absent 2 or more days in the past 30 days	31	31	38	25	-13
Feel a part of the school	66	95	91	65	-26
Adults at school care about you	83	97	95	76	-19

Safety at school	78	89	96	67	-29
Harassed at school	62	65	N/A	37	N/A
Parents ask about school	68	94	93	59	-34

Selected Staff-Reported Indicators (California School Staff Survey)

	2020 (%)	2021 (%)	2022 (%)	2023 (%)	Change
Students are motivated to learn	81	72	98	83	+26
Truancy is moderate/severe problem	14	17	17	23	+6
School is a supportive/inviting place for students to learn	99	100	99	96	-3
School is a supportive/inviting place for staff to work	93	100	95	95	0
School is a safe place for students	97	N/A	98	86	-12
Harassment/bullying is moderate/severe problem	19	21	14	28	+14
School is welcoming to/facilitates parent involvement	98	100	94	96	+2
School has clean and well-maintained facilities	86	N/A	95	91	-4

Suspensions and Expulsions

School	2020-21	2122-22	2022-23
Suspensions Rate	0.00	0.00	0.25
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

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

SCHOOL SAFETY STRATEGY #1:

Positive pupil 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 Sierra Vista use a comprehensive approach to school violence prevention. Pupils are identified using measures shown to be highly effective in identifying students 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

Two full time (SSW) school counselors are assigned to Sierra Vista. We are also able to offer mental health professional services to the children in collaboration with the local Clinica Sierra Vista. The staff of Sierra Vista 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.

Sierra Vista employs a principal, vice principal 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 Sierra Vista 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.

Campus Disturbances and Crimes

Sierra Vista recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area, such as our Raptor Visitor System.

Visitors and Disruptions to Educational Process.

Sierra Vista is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Sierra Vista 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.

Sierra Vista has established a visible means of identification for visitors while on school premises (i.e. tag). 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 Sierra Vista, 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.

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

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

1. Clinica Sierra Vista continues to be a critical resource for student mental health referrals. Many of the issues occurring on campus involve student emotional issues beyond the realm of the school setting.
2. Family Resource Center provides various support and assistance to our families.
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.

ADDITIONAL - Safe School Plan Strategies and Programs

1. P.B.I.S. Points and PBIS Store
2. Red Ribbon Week
3. No-Name Calling Week
4. Random Acts of Kindness Week (RAK WEEK)
5. Safe School Ambassador Program
6. School Leadership Team
7. Daily Digital Announcements via Zoom
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, lockout, 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. PBIS Weekly and Monthly Rewards
17. Trimester Awards

Physical Safety of Students and Staff Current Strategies in Place to Ensure 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. Site buildings are aging but renovation continues to maintain a safe campus structure and the addition of new construction currently taking place.
7. The addition of LED high-powered lights has been installed at key locations to ensure proper lighting during early morning and late evening hours.
8. Yearly visits from the William's Act visitors review the grounds. Each year, Sierra Vista passes this important visit which demonstrates the school's commitment in keeping our students safe.
9. ALL school site gates and locks are checked frequently throughout the day.
10. Sierra Vista Elementary School staff have been trained to be proactive and aware of their surroundings.
11. Sierra Vista School's Visitors may enter through the front door to be greeted by office personnel. If the visitor has "School Business", the visitor will be allowed to get a "visitor's pass" and proceed onto campus. This includes visiting for lunch.
12. When a "designated" person wishes to pick up a student, a picture ID will be presented to the school office staff.
13. The Sierra Vista Staff have been trained on maintaining a safe school and instructed to stay vigilant and proactive.
14. A physical map of Sierra Vista School is divided into quadrants and each is color coded. This will enable law enforcement to respond immediately to the located "emergency" on campus.

15. Special Education Room B-7, B-8, and F-1 houses the Moderate/Severe students at Sierra Vista School.

Youth Development Strategies

Current Youth Development Strategies that promote meaningful student leadership.

1. Sierra Vista Elementary School has developed the following strategies that promote meaningful student leadership:

- Safe School Ambassadors Program
- Cafeteria Helpers - recycling superhero's
- Outdoor Hallway Restroom Helpers
- Breakfast Helpers

2. Sierra Vista Elementary school builds and fosters future meaningful relationships within the school setting:

- Volleyball
- Basketball
- Soccer
- Survey student interest

3. Sierra Vista Administration follows the "Positive Behavior Incentive System" and this approach creates a substantial learning opportunity for our students:

- Responsible
- Respectful
- Safe
- Ready to Learn
- The list above enables Sierra Vista 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 Sierra Vista 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 Photo Club
3. Afterschool Craft Club
4. Afterschool Book Club
5. Afterschool Intervention
6. Spelling Bee Program
7. Oral Language Program
8. Battle of The Books
9. Safe School Ambassador Program.

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

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

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

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). (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

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

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

Disaster Plan (See Appendix C-F)

CIVIL DEFENSE AND DISASTER PLAN

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

I. CHAIN OF COMMAND

PERSON ASSIGNMENT

PRINCIPAL AND VP COMMAND CENTER

SECRETARY MESSENGER CENTER

CLERK MESSENGER CENTER

SITE CUSTODIANS MAINTENANCE & SAFETY

CAFETERIA FOOD SERVICES

II. EMERGENCY OPERATIONS ASSIGNMENTS

PERSON ASSIGNMENT REPORT TO

SECRETARY STAND BY TELEPHONE CAFETERIA & RADIO

CLERK STAND BY TELEPHONE CAFETERIA & RADIO

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

PRINCIPAL/VP COORDINATION & COMMUNICATION CAFETERIA & RADIO

TEACHERS & AIDES FOLLOW REGULAR DISASTER DRILL
PROCEDURES. IF STUDENTS ARE

MOVED TO THE CAFETERIA, TEACHERS
& AIDES MUST ACCOMPANY THEM.

III. COMMUNICATIONS

DISTRICT OFFICE – 854-6500

SUPERINTENDENT – 854-6511

ASST. SUPERINTENDENT - 854-6512

CBO – 854-6507

DIRECTOR, M.O.T. - 854-6588

SUPERVISOR, TRANSPORTATION & SAFETY – 854-6565

DIRECTOR, FOOD SERVICES - 854-6544

SCHOOL NURSE – 854-6560

DISTRICT PSYCHOLOGIST – 854-6534

TECHNOLOGY COORDINATOR – 854- 6524

IV. SPECIFIC CONSIDERATIONS

AIR POLLUTION

WHEN THE SCHOOL IS NOTIFIED OF SEVERE AIR POLLUTION, THE CHILDREN WILL BE KEPT IN THE BUILDING. THE SCHOOL WILL BE CLOSED ONLY IF NOTIFICATION IS RECEIVED FROM THE 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 in the Standard Respond Protocol from the I Love You Guys Foundation into the safety plan procedures. Within the SRP are four foundational protocols including lockdown, lockout, evacuate and shelter.

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

EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be inserted for the following:

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

Each procedure should contain the following elements:

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

ARVIN UNION SCHOOL DISTRICT 2-WAY RADIO PROCEDURES

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

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

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

STUDENT WELLNESS TEAMS

Objective:

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

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

Students will:

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

Parents will:

- Participate in the Student Wellness Team Meeting

Staff will:

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

STUDENT WELLNESS TEAM CONCEPT

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

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

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

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

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

EMERGENCY RESPONSE PROCEDURES - see attachment = AUSD SAFETY PROCEDURES/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.

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 should be coordinated through the office of the Superintendent of the Arvin Union School District including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies - 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 Innovative and Achievement (SIA) with students suspension history.

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

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

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

(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:

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
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

Comprehensive School Safety Plan

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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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

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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	
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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	
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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
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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
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 3530 Risk Management/Insurance
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 3580 District Records
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 4118 Dismissal/Suspension/Disciplinary Action
 4119.11 Sexual Harassment
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 4218 Dismissal/Suspension/Disciplinary Action
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 4219.11 Sexual Harassment
 4219.21 Professional Standards
 4219.21-E PDF(1) Professional Standards - Code Of Ethics
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 5132-E PDF(1) Dress And Grooming
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 5141.4 Child Abuse Prevention And Reporting
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 5141.52 Suicide Prevention
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 5144.1 Suspension And Expulsion/Due Process
 5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)
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 5145.2 Freedom Of Speech/Expression
 5145.3 Nondiscrimination/Harassment
 5145.3 Nondiscrimination/Harassment

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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

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)

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(address)

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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 sexsegregated 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
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
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
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5030 Student Wellness
5030 Student Wellness
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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
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5125 Student Records
5125.1 Release Of Directory Information
5125.1 Release Of Directory Information
5125.3 Challenging Student Records
5131 Conduct
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5131.2 Bullying
5131.5 Vandalism And Graffiti
5132 Dress And Grooming
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5132-E PDF(1) Dress And Grooming
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5141.27 Food Allergies/Special Dietary Needs
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5141.4 Child Abuse Prevention And Reporting
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5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)
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5145.2 Freedom Of Speech/Expression
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5145.6 Parent/Guardian Notifications
5145.6-E PDF(1) Parent/Guardian Notifications
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6163.1 Library Media Centers
6163.4 Student Use Of Technology
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6164.2 Guidance/Counseling Services
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6173.1 Education For Foster Youth
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
Comprehensive School Safety Plan

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

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 aThe 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.

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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 Servicesre provided as additional resources for those interested in the subject matter of the policy.

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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 on Franklin to assist with parking and student safety. Safe School Ambassadors greet students and assist families within the school. Several teachers are assigned duty 15 minutes before and after school to provide both before and after school supervision. Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department is contacted.

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

Component:

Goal One: Decreases office referrals and bullying reports by 5% as measured by school wise and the Bullying reporting forms by continually educating our students and enforcing school rules, policies, and procedures.

Element:

School Climate

Opportunity for Improvement:

Continue to implement and focus on our four school behavioral expectations throughout classroom teaching of lessons, PBIS station rotation days throughout the year, various assemblies and through the use of our safe school ambassador program.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Sierra Vista students will be able to identify all four behavioral expectations: Be safe, be respectful, be responsible, and be ready to learn and give an example of each.	School wide programs and reminders throughout year	PowerPoint/Classroom/Poster paper	SSA/SSF/CC/SSW/Admin	Reduction in the number of office referrals utilizing the PBIS system.
	Implement anti-bullying contract	School Procedure for all staff and faculty to share with students	Administration & School Staff	Reduction in the number of office referrals as measured by the PBIS system.
	Discuss problems to staff, parents, and students	Communication with Parents and staff	Admin/SSW/SSF	Observation
	Give examples and non-examples of proper behavior	Communication with faculty	All School Staff	Reduction in the number of office referrals as measured by the AERIES system.
	Discuss rewards and consequences		Cougar Camp - Admin + All teachers and staff	Observation
	PBIS Points/Classroom Rewards	Communication with staff	All School Staff	Reduction in the number of office referrals as measured by the PBIS system.
	Place Hallway Monitors in specific high-traffic areas	Site Admin.	Duty Schedule	Observation from Safe School Ambassadors and School Staff
	Continue the addition of staff personnel monitoring during recesses	Site Admin.	Duty Schedule	Reduction in the number of office referrals as measured by the PBIS system.
These expectations coupled with a school wide focus on reporting unsafe behavior and student empathy will result in fewer office referrals and a positive school climate.	Cougar Camp	Computer presentation	Administration	Reduction in the number of office referrals as measured by the PBIS system.
	Increase monitoring of hallways and bathrooms during recess, lunch, and transitions	Duty schedule	Teachers/Administration	Observation
	Notification of parents by classroom teacher following incidents of misbehavior	Translated letters Follow School-Wide Discipline Approach Level One Infractions Documentation	Teachers	Reduction in the number of office referrals as measured by the PBIS system.

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Continued misbehavior or severe infraction results in parent contact	Level Two Infractions (Office Referral) Documentation	Site Administration	Use of AERIES system
	Consistent use of new discipline policy and follow intervention levels and strategies	School Wide Discipline Approach	Faculty/Coaches/Site Admin.	Reduction in the number of office referrals as measured by the PBIS system.
	School Uniforms	AUSD Uniform Policy	Faculty/Coaches/Site Admin	Reduction in the number of office referrals as measured by the PBIS system.
	Continue PBIS as the school-wide Positive Behavior Incentive System	Teacher Training	Teachers/Site Admin.	Observation

Component:

Increase student involvement by 5% as measured by various programs, clubs and sports by increasing opportunities for Student Involvement beyond the regular school day.

Element:

School Safety

Opportunity for Improvement:

Implement additional opportunities and encourage students to participate in school and district events. Have ongoing meetings and trainings with Safe School Ambassadors/SSA Patrol for additional help with assistance during school events including before and after school.

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	SSA to help organize site events Train hallway monitors each trimester	Staffing Volunteers	Site Administration After school clubs Grade level teams	Observation by Admin and staff
	Safe School Ambassadors meetings monthly	Ideas from trainings	Safe School Ambassador Leads	Observation by Admin and reduction in referrals
	Promote positive culture on campus Promote sense of belonging	Training manuals	Site Admin Duty Personnel SSA/Patrol students	Observation from Safe School Ambassadors and School Staff
	Valet and Kinder area monitors	Incentive ideas, Meeting protocols, Purpose	Teachers Site Administration	Observation from Safe School Ambassadors

Component:

Maintain site safety by continuing to maintain GREAT standings as measured during Williams Act visit, self reporting FIT and completed work orders.

Element:

School Crisis Response

2.1 Staff to ensure monitoring of plant safety and student behavior.

2.2 Maintenance department, site staff, and students work together to recognize and remedy items in need of repair, cleaning, or replacement.

2.3 Complete routine facilities, reviews including site review and police and fire inspections and comply with findings immediately.

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

2.5 Augment Emergency Response Systems/Drills

Opportunity for Improvement:





Provide staff with current and up to date protocols. Provide ongoing staff meetings to address any areas of concern and ensure all staff have assignments/areas of coverage for student supervision.

Objectives	Action Steps	Resources	Lead Person	Evaluation
2.1 Monitoring	Staff on duty to monitor students. Staff on duty to monitor site.	Whistles/Cougar Down Staff on duty Fanny Packs Radios Vests	Site Administration Staff	Observations from staff and Safe School Ambassadors
2.2 Upkeep	Identify and report health or facilities problems immediately. Assign Staff Remedy problem and report back Contest/recognition for staff/students who promote campus upkeep	Work Orders Email Radios Trash Cans	All staff Administrator MOT Staff Students	Observation and work orders to MOT
2.3 Formal Reviews	Complete scheduled facilities reviews. Complete scheduled emergency reviews. Follow Williams Act format for posted information and reporting site condition	Checklist for completion Posted Williams Act Information and sharing at meetings	Administrator MOT Staff Staff	Observations, work orders and FIT
2.4 Safe Routes to School	Identify appropriate routes and entry points to school. Inform parents, staff and students. Support and enforce safe drop off and loading	Flyers Newsletters Initial Meetings Cone Zone Speed bumps	Administration Arvin Police	Observation by Admin/ Input from parents and community/ Parent surveys
2.5 Emergency Response System-Standard Response Protocol Increase preparedness	Augment emergency routines, drills and ensure staff training on emergency procedures	Disaster Drill/ SRP Procedures Lead Incident Team	Administration Lead Incident Team Site Staff	Reduction of time during drills and effectiveness of staff implementing procedures

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

Sierra Vista Elementary School Student Conduct Code

Sierra Vista Elementary School is a community of responsible and actively engaged learners who treat others with respect, concern, caring, and fairness. Together we create a positive learning environment for all.

<i>School-wide Behavior Expectations</i>	<i>All Settings</i>	<i>Hallway</i>	<i>Restroom</i>	<i>Cafeteria</i>	<i>Playground</i>	<i>Arrival & Departure Areas</i>
BE SAFE 	Keep Hands and Feet to Yourself Only enter a room if an adult is present	Walk on the RED LINE/RIGHT SIDE Keep Hands and Feet to Yourself	Wash	Keep Hands and Feet to Yourself Be Aware of Your Surroundings	Keep Hands and Feet to Yourself Be Aware of Your Surroundings	Keep Hands and Feet to Yourself Walk on the Right side
BE RESPONSIBLE 	Follow Classroom Rules Follow Directions Leave unnecessary personal items at home	Walk Quietly With a Purpose	Trash	Follow Directions Be Polite Clean Up After Yourself	Follow Directions Use School Approved Equipment Appropriately Stay in Assigned Areas	Go Directly to Your Destination Follow Directions
BE RESPECTFUL 	Use Good Manners Remove hats, hoodies, and sunglasses	Be Courteous Remove hats, hoodies, and sunglasses	Flush	Be Attentive Use Good Manners Remove hats, hoodies, and sunglasses	Be Kind Include Others Use Appropriate Language	Allow Younger Students to Pass
BE READY 2 LEARN 	Come to school every day on time Come prepared to learn with the appropriate school materials	Go Directly to Your Destination	SSSHHHH	Enter and Exit Quietly and Appropriately Participate	Listen for Whistle Freeze Line Up	Wait Patiently

COUGARS WILL ALWAYS BE:

- Safe
- Respectful
- Responsible
- Ready to Learn

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 non-classroom hours, and on normal schooldays.

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

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

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

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

Conduct Code Procedures

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

CONSEQUENCES: Level One Offenses: Documentation Required

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

LEVEL TWO and THREE OFFENSES: Office Referral:

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

(J) Hate Crime Reporting Procedures and Policies

The 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 Sierra Vista 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

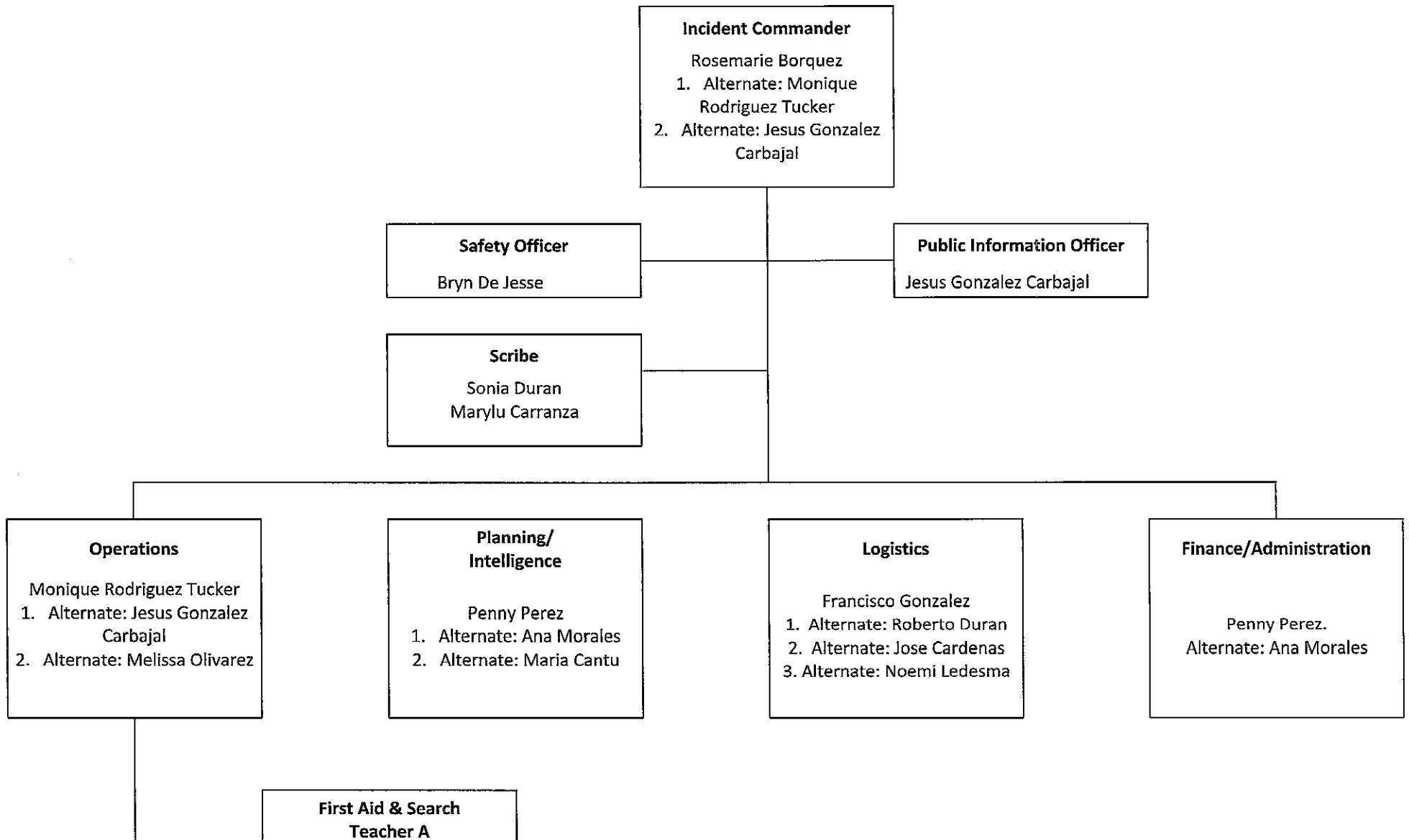
Utilities, Responders and Communication Resources

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	PGE Electric & Gas	800-743-5000	
Public Utilities	Arvin Water	661-854-2127	
Emergency Services	911 - Emergency	911	
Local Hospitals	Kern Medical Center	661-326-2000	
Local Hospitals	Mercy Downtown	661-632-5000	
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 & new safety procedures for (SRP) Standard Response Protocol.	August 2, 2023 @ 8:00 AM December 12th, 2023 @ 2:20 PM	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. Sierra Vista Elementary School - See agenda/staff sign in.
Annual SSC review, evaluation, and amendment of Comprehensive School Safety plan (SSC)	September 19, 2023 @ 2:30 PM	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. Sierra Vista Elementary School. ELAC Meeting. See minutes reflecting discussion of Safety Plan.
Annual SSC review, evaluation, and amendment of Comprehensive School Safety plan (SSC)	October 17, 2023 @ 2:30 PM	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. Sierra Vista Elementary School. ELAC Meeting. See minutes reflecting discussion of Safety Plan.
Annual SSC review, evaluation, and amendment of Comprehensive School Safety plan (ELAC)	December 12, 2023 @ 8:00 AM	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. Sierra Vista Elementary School. See Zoom/Teams meeting chat notes/emails.
SSC communicated the school safety plan to the public at a public meeting at the school site	December 12, 2023 @ 2:20 PM	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. Sierra Vista Elementary School/Parent Center - SSC Meeting, see minutes and front approval page.

Sierra Vista Elementary School Incident Command System



Stacie Horton
Melissa Olivarez
Sonia Duran
Maria Cantu
Roberto Duran
Francisco Gonzalez
Monique Rodriguez Tucker
Rosemarie Borquez

**Student Release &
Accountability
TeacherB**

Penny Perez:
Ana Morales:
Maria Cantu:
Juan Becerra
Bryn De Jesse
Valentin Ochoa
Francisco Gonzalez
Roberto Duran
Jose Cardenas
Rosemarie Borquez

Alternates:
Ana Morales
Maria Cantu
Sonia Duran
Leanne Clark
Monique Rodriguez Tucker

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:

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.

Staff members will use the Standard Response Protocols from the I Love You Guys Foundation including the District safety procedures that all sites follow.

*Please see attached responsibilities from the Standard Response Protocol and the Arvin Union School District Safety Procedures.

Principal/Safe School Leadership Team

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

- Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus. CUSTODIANS: Francisco Gonzalez, Roberto Duran, Noemi Ledesma
 - Monitor/supervise halls and corridors to maintain a safe and secure environment. Emergency Crisis Team
 - 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
 - Establish/coordinate Communication Center. Sierra Vista Office
 - Administer first aid. Stacey Horton, School Nurse
 - Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations. Stacey Horton; Sonia Olivo
 - Activate the Mass Notification System with appropriate message and directions for Student Release; Penny Perez
 - Supervise Student Release Procedures: Rosemarie Borquez and Monique Rodriguez Tucker
 - Check building utility systems and appliances for damage: Francisco Gonzalez
8. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards. Rosemarie Borquez and Monique Rodriguez Tucker
9. Plans alternate classroom evacuation routes, if standard routes are obstructed. Rosemarie Borquez and Monique Rodriguez Tucker
10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures. Rosemarie Borquez and Monique Rodriguez Tucker
11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site. Rosemarie Borquez and Monique Rodriguez Tucker

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

- 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)
- 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. Staff will refer to the Standard Response Protocol and the AUSD safety procedures for guidelines.

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

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.

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.

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.

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. Marlen De Leon 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

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

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

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

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

Watery eyes

Choking

Breathing difficulty

Twitching

Loss of coordination

Distressed animals

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

STAFF ACTIONS

Alert Site Administrator

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

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

Follow standard student assembly, accounting and reporting procedures

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT

Wash affected areas with soap and water

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins

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

THOSE WHO DISCOVER A CHEMICAL SPILL:

Alert others in immediate area to leave the area

Close doors and restrict access to affected area

Notify Site Administrator

DO NOT eat or drink anything or apply cosmetics

Bomb Threat/ Threat Of violence

Receiving Threats

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

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

Procedures

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

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

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

(cf. 3516 - Emergency and Disaster Preparedness Plan)

(cf. 3516.1 - Fire Drills and Fires)

4. The principal or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.

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

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

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

Legal Reference:

EDUCATION CODE

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

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

594 Vandalism; penalty

Regulation ARVIN UNION SCHOOL DISTRICT

approved: October 18, 2005 Arvin, California

Bus Disaster

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

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

(cf. 3540 - Transportation)

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

(cf. 3542 - School Bus Drivers)

Bus Accidents

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

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

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

Disorderly Conduct

DISORDER/PUBLIC DEMONSTRATION/STUDENT RIOT

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

STAFF ACTIONS:

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

STUDENT ACTIONS:

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

Earthquake

Earthquake Preparedness

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

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

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

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

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

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

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

3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

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

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

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

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

Earthquake While Indoors at School

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

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

Earthquake While Outdoors on School Grounds

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

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

Earthquake While on the Bus

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

Subsequent Emergency Procedures

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

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.

4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.
(cf. 1112 - Media Relations)

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 piper 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

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:

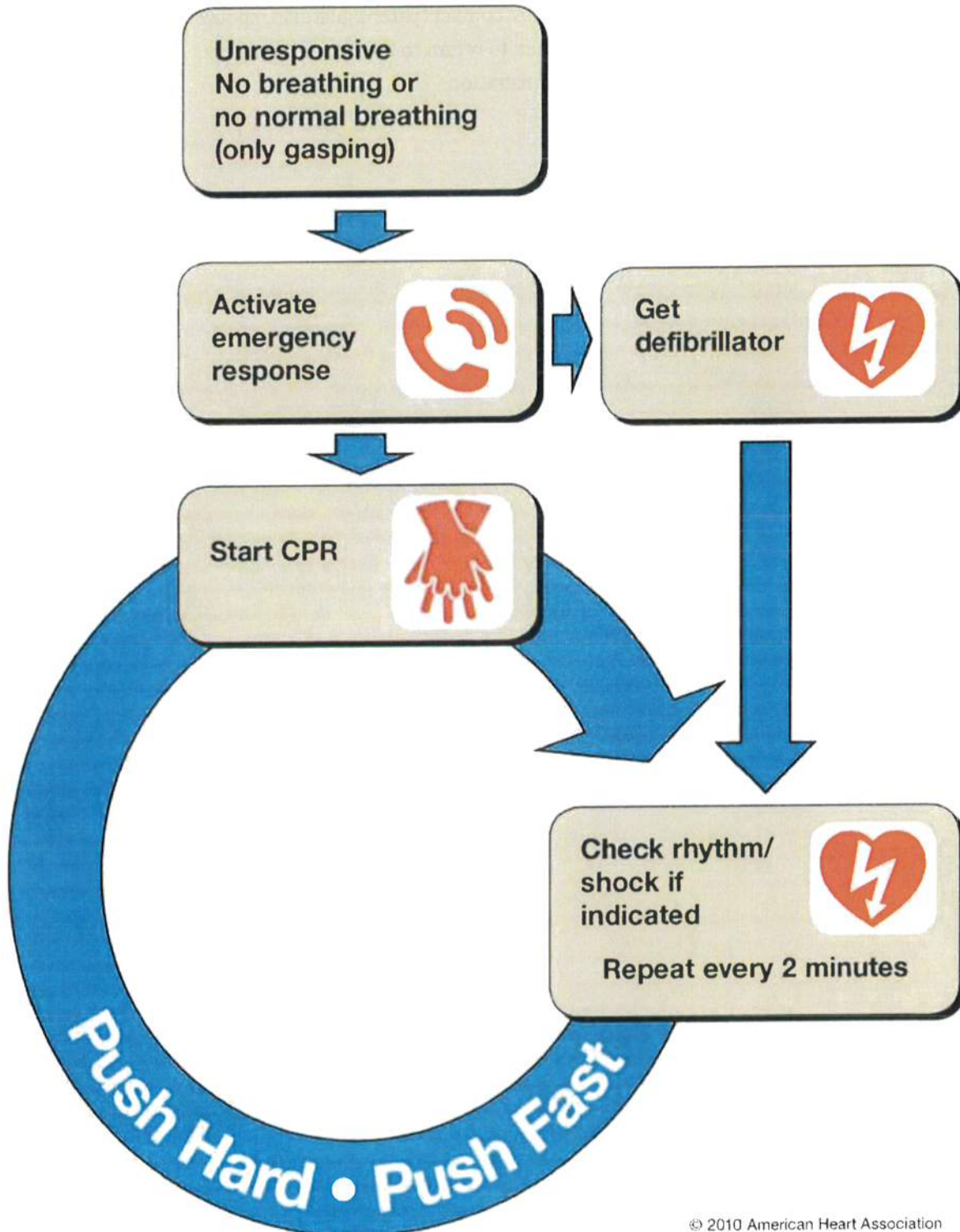
- Transition care to EMS upon arrival so that they can provide advanced life support.

(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** _____

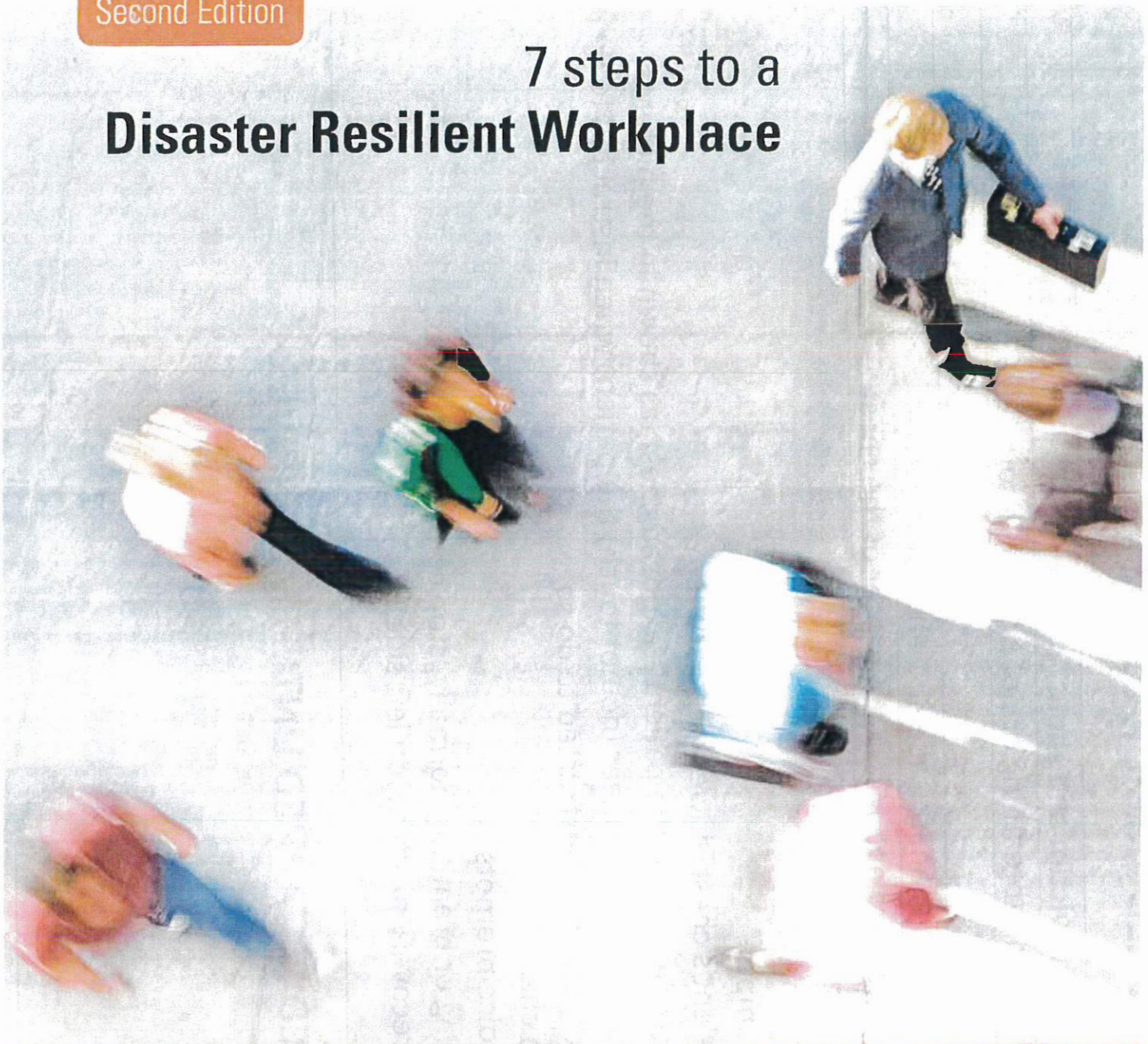
PROCEDURE FOR USE OF AED

- | |
|---|
| ➤ 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

Second Edition

7 steps to a Disaster Resilient Workplace



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Earthquake Center



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and additional support from:



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7 STEPS TO A DISASTER RESILIENT WORKPLACE

Each step in this booklet will provide you with a chance to identify areas in your business that need strengthening, e.g. training opportunities, and actions to be taken. They are designed so that every step builds from the last. Customize each step to suit your business from an outset.

While this booklet assists addressing all hazards, we use an earthquake as our primary example. It gets you started, here is a snapshot of the 7 Steps.

SETTING THE FOUNDATION

Identify potential hazards.

Which hazards pose risks to your organization, and how? In this step, you will identify what may interrupt your operations temporarily or worse. The priorities you set here will help you in the other Steps.

BEFORE...

STEP 1 Secure Your Space (page 8)

Look at the priorities you just identified, where your organization is vulnerable to interruption, and now choose how to minimize these risks. As an example, earthquake shaking can move almost anything, even large or heavy items. Imagine your workplace being picked up and shaken sideways – what would be thrown around? Learn how to secure these items to prevent damage or injuries to employees.



STEP 2

Plan To Be Safe (page 9)

After you have identified the potential hazards and impacts to your business, it's time to create your plan and train employees! Because disasters are highly unpredictable, it is impossible to anticipate every situation and impact. However, a Business Continuity Plan can greatly reduce the risks and losses your organization might face by guiding your decisions yet allowing flexibility to adapt to the unexpected.

STEP 3

Organize disaster supplies (page 10)

After a disaster, organizations will need to be self-sufficient as first responders will be addressing high priorities such as hospitals and schools. Determine what you need in the first days following an earthquake including the basics like food, water and sanitation.

STEP 4

Minimize Financial Hardships (page 11)

Organize your important documents, strengthen your property, and consider insurance—customized to cover your most needed items. Most businesses lease their space, so it's essential to work with your owner and property manager on addressing structural issues. If you own it, strengthen those weaknesses. Either way, measures taken now can help you keep your doors open. No access, no business.

DURING...

STEP 5

Drop, Cover, and Hold On (page 12)

The ground is shaking, what do you do? Everyone should know how to protect themselves in any situation. Most often this will be to Drop, Cover, and Hold On, but this can depend on your location. Stay clear of any objects that may fall and stay put until the shaking stops.

STEP 6

Improve Safety (page 13)

Life safety is the top priority after an earthquake or any disaster. Activate your own trained personnel to find and help anyone injured, as outside help may not be coming. Next, survey your building for damage or other hazards to prevent further injuries or damage. Decide if safe to stay.

AND AFTER...

STEP 7

Reconnect and Restore (page 14)

Once life safety is being addressed, it's time to begin recovery activities to resume operations. Conduct an assessment for operational issues then repair damage. Use your plan to guide your actions and restore priority operations first. Communicate often with employees and key contacts. Document your lessons learned to determine priorities before the next event.

This booklet lists good resources within the content and on the back page. For additional information and details, please visit www.ResilientWorkplace.org





WORKING THROUGH DISASTERS

Earthquakes and other disasters *can and will* happen in many parts of the United States while you are at work. While the actions described in the “Seven Steps to Earthquake Safety” (www.EarthquakeCountry.org/sevensteps) are focused on improving earthquake safety at home, this poster provides guidance on creating a resilient *workplace* — if and when disaster strikes.

Every area of the country relies on their local businesses and nonprofit organizations to help them recover after a disaster in order for the community to move forward. For this to happen, people need to prepare at home and at work. If the workforce isn't ready at home, they may be dealing with tragedy and unable to return to their jobs — what will you do without employees? It is just as important to protect your physical buildings and the contents inside them as people, as well as train your employees on what to do when disaster strikes at work — without taking it too literally. *Working through work* is a page of words.

Great news — it doesn't have to come to that. Here are 7 simple steps to guide your business or organization to disaster resiliency by taking actions before, during, and after the shaking occurs so you can recover more quickly. This guide will focus on steps to prepare and protect you from earthquakes as a primary example but it will also discuss and help you prepare for **all hazards** anywhere in the U.S. For specific earthquake hazard information, see the resources listed in the back for more information. No matter what your industry or the size of your organization, you can start today. And remember...

we're all in this together!

IDENTIFY YOUR NEEDS AND POTENTIAL HAZARDS

The information you gather here will help you prioritize your planning process and create your foundation to complete the Steps. In order to plan, you will need to recognize potential hazards and how they may interrupt a part or all of your workplace.

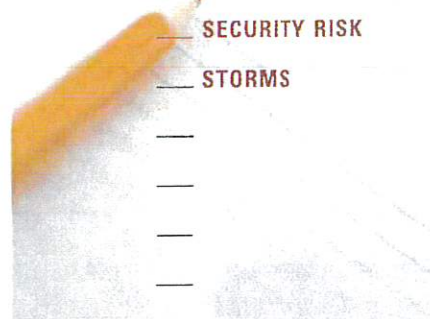
To begin, take a sheet of paper and make a list of your hazards. To simplify this, here are examples of overall hazards that can cause more specific disruptions from a small to a catastrophic scale: earthquakes, fire, flood/water damage, tornado, hurricane, human error, power outage, theft, etc. Most internal/external hazards will fall under one of these. For more ideas of hazards to consider on your list, please visit www.ResilientWorkplace.org. We will explain how to actually address these hazards later.

To begin identifying your potential internal hazards, start by surveying your area. This is as simple as walking around your organization and neighborhood. Look for hazards both internal to your organization and external to your facility. Ask yourself a few questions to spark issues: What's around me? What should I be concerned with that may interrupt my operations?

One of the most common disruption or loss to small organizations is a vulnerability of technology by not backing up computer data at all or only to the desktop, then something happens to the computer taking with it all the pertinent files and information. Here are a few more examples:

MY HAZARD LIST

- ___ EARTHQUAKE
- ___ FIRE
- ___ POWER OUTAGE
- ___ FLOOD
- ___ TORNADO
- ___ THEFT
- ___ SECURITY RISK
- ___ STORMS
- ___
- ___
- ___
- ___



POTENTIAL INTERNAL HAZARDS:

- ☐ Unbraced shelves located next to exits
- ☐ Filing cabinets not bolted to the floor or wall studs
- ☐ Heavy or breakable items on high shelves or bookcases
- ☐ Not backing up computer data and/or not storing back-ups off site
- ☐ Utilities located in the basement or on the floor
- ☐
- ☐

POTENTIAL EXTERNAL HAZARDS:

- ☐ Other businesses in your area who may experience a disaster which could impact you
- ☐ Brick elements in your building structure or façade
- ☐ Near a railroad, airport, freeways
- ☐ Near a water source, such as a river
- ☐
- ☐

CRITICAL BUSINESS ASSETS



PEOPLE

employees
customers
vendors
suppliers
visitors
volunteers



DATA

documents
files
records
server back-ups



OPERATIONS

Look at your standard operating procedures or SOPs and think of a disruption to your revenue generating operations or the critical services you provide.

Accounts Receivable or Payable
Payroll
Manufacturing
Mail Room
Food delivery to at-home seniors
Medical care for people with disabilities
or access and functional needs



INVENTORY

Stock
supplies
raw materials



EQUIPMENT

Computers (hardware & software)
servers
network
specialty equipment
manufacturing machinery
copiers
furniture



BUILDING(S)

Physical structure
storage unit
warehouse
main office
store front
capital lease

Identify Critical Assets

Now make a second list to identify your organizations' most critical assets. These are the items that if they were taken away, would cause disruption in your workplace. To simplify identifying them, all your assets will fall into one of the following six categories: people, building, equipment, data, inventory/products, and operations. Regardless of your type of business or organization, losing a critical asset may cause significant financial loss.

The assets will differ from one organization to another, although sectors and industries share commonalities. Here are examples of assets in each of the categories.

Once you have your list of hazards and list of assets, you'll be ready to assess where your workplace is vulnerable to disruption. For each of your six categories, you will then decide the level of impact each hazard will have. The exercise on the next page will assist you in prioritizing areas that need to be addressed.

Before you begin completing the table on the right, you will need to understand the difference between the levels of impact. They are listed in order of escalation.

Negligible – limited to no organizational disruptions or property damage

Marginal – a hindrance that may effect operations without shutting down, you have no or minor damage, it may be an occurrence in neighborhood

Critical – temporary disruptions of operations or major damage to the facility, impacts are to community

Catastrophic – a disaster that affects entire regional community causing workplace disruptions and forces closure of building(s). This is an event of large proportions. It can include complete destruction, multiple injuries or deaths, and a regional event that means limited or no outside resources available for some time.

On the right is a table to help you determine and prioritize your workplace risks. General types of events are listed in the left-hand column, but add your own in the blanks provided.

Begin with the first listed disaster event, earthquake. Circle the number in each asset area to score how the hazard would likely impact your organization.

RISK ASSESSMENT MATRIX

	IMPACT TO CRITICAL BUSINESS ASSETS						
<i>Type of Event (samples)</i>	PEOPLE 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	DATA 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	BUILDING 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	INVENTORY 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	EQUIPMENT 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	OPERATIONS 1 = Negligible 2 = Marginal 3 = Critical 4 = Catastrophic	SCORE
Earthquake	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Fire	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Flood	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Hurricane	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Power Outage	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Pandemic	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Terrorism	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Thunderstorm/Lightening	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Tornado	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Tsunami	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Volcanic Eruption	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Winter Storm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
TOTALS							
PRIORITY							

Complete the other rows then total your numbers for both columns and rows. As the last step, prioritize which areas should be addressed first, based on highest vulnerability, then assign each column with your priority number 1-6.

Most people know earthquakes are a real risk. If you haven't already, refer to the U.S. Geological Survey seismic hazard maps as it may be a higher risk than you think.

Need another copy of this table? Please visit www.EarthquakeCountry.org/workplace and download it.

Congratulations, you have finished assessing your risks. If you haven't involved others in this process yet, consult with personnel in your organization about the results to ensure you are considering the whole organizational picture. No one-person knows every facet to an organization, so ask for their thoughts and revise priorities accordingly.



1

SECURE YOUR SPACE

Now that you have prioritized where you are vulnerable, there is how to minimize potential. An example is a business depending on protect specialty equipment, which is difficult or expensive to replace after earthquake damage. If you secure it, it can be saved.

One of the questions that surfaces at this early stage is cost. Many solutions are low or no cost. Others may be more complicated with a higher price tag but when compared with protecting employees' lives, property, inventory, and keeping the organization's doors open, it begins to balance out the decision. The benefit for addressing hazards before the next disaster is that you do not have to suffer the pain and high cost of damage repair and replacement. If you add to all the post-disaster costs with the psychological toll and stress, the pre-disaster solutions pay for themselves. A recent study shared by the Natural Hazard Center showed: for every dollar spent addressing hazards pre-disaster, at least four dollars in disaster losses are saved.

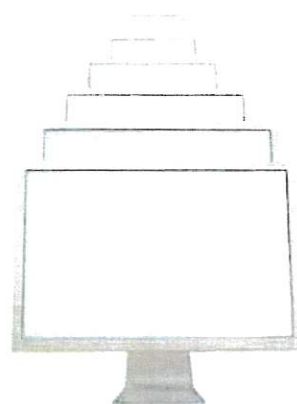
If you are not sure where to begin, start on high impact and low-cost solutions such as moving heavy items to lower shelves. An important aspect to ensure success for the long-term is to be diligent with continuing the solutions. Moving heavy items back to shelf-tops after six months saves no one and only adds to your organization's vulnerability. Continue on the risk-reduction path by reinforcing and rewarding the safe behavior of all employees, especially over time.

The great news is that by addressing one solution you may also be limiting the negative effects of multiple hazards. For instance, securing computers from earthquake damage can also protect them from theft, or strengthening a structure for earthquakes can also protect it in strong winds. Now you can begin addressing those priority hazards.

For great QuakeSmart checklists to secure space, systems, structure, staff and services; to get the simple, step-by-step plan-builder (DRB Toolkit®) that includes solutions for multi-hazards; or other resources, visit www.ResilientWorkplace.org

In your foundation work, you identified potential hazards to your organization, determined your critical assets, and prioritized the impacts. In Step 1 you identified solutions to mitigate impacts. You are now ready to begin Step 2.

TASK 1



There are many easy-to-do items that do not require technical personnel to address. Put these tasks at the top of the list, as you will have many quick successes. Your employees will quickly see a safer work environment emerging. These solutions do not take a lot of time or money, and can create great momentum towards getting the larger tasks accomplished. Here are a few examples of these types of simple tasks and which impact areas they address:

- > Move heavy items onto lower shelves. (people, operations, data, inventory, equipment)
- > Lock storage cabinets and file cabinets when not in use. (people, operations, data)
- > Do not stack boxes or have open shelves near exits. (people, operations, inventory)
- > Keep space cleared under your desk so you can Drop, Cover, and Hold On. (people, operations)
- > Secure laptops or other items that can easily fall or be stolen. (people, operations, equipment, data)

Note: These simple items are all internal to your building such as its contents. Addressing building structural issues will be covered in Step 4.

Maya

Managed veterinary practices

Dogs, cats, birds, you name it — none of our patients can fend for themselves during an earthquake. Between boarded surgeries and appointments, we can have twenty animals in the building. Talk about potential chaos! I see six earthquake hazards without even moving from my desk. I'm bringing it up at the next staff meeting.





PLAN TO BE SAFE

You have identified potential hazards and impacts to your operations. Time to create a plan! Because disasters are unpredictable, it is impossible to anticipate every situation or impact. However, a Business Continuity Plan can aid decision making and communication in any crisis.

Collaborate on Your Plan

In disasters, first responders will be limited, focusing on priorities such as hospitals, schools. Instead, work with neighbors and similar organizations to identify needs ahead of time, then help each other by sharing resources, supplies, locations, etc.

George

Owner, Resilient Workplace

"First aid situations come up in construction, but earthquakes --- I need training for myself and everybody who works for me. With crews and heavy equipment out on three or four jobs, how can I expect my foremen to manage their sites during a disaster unless I have disaster plans in place, and make sure we all get schooled. I put new people on all year long so we need regular drills to keep things calm if it starts shaking."



TASK 2a

BASIC PLAN ELEMENTS

Every organization and their risks are unique, but basic plan elements apply to all. Determine which elements make sense and should be included in your plan. Even if you only include some basic elements in your plan, you will be ahead of the pack!

☐ **EMPLOYEE EMERGENCY**

CONTACTS. It's crucial to contact employees and their families during a disaster such as if employees are injured, sick or unable to leave work. Also, if you must share regarding the organization's status, where to go and what to do following a disaster. Create call lists including work, cell, home numbers, emails, social media (contact info/link/pages/names) and the same for spouse or significant others.

- ☐ **KEY CONTACTS LIST.** Key contacts are vendors, suppliers, clients, customers, etc. that you rely on to conduct operations or may need to notify when you've been impacted by a disaster such as property management, utility companies, business partners, board, or others. You will also want to determine if they have been impacted and how that will affect you - consider Service Level Agreements (SLA) to identify their responsibility to you.

- ☐ **CRITICAL BUSINESS FUNCTIONS.** Identify and prioritize those in your operations that are critical for survival; are necessary to fulfill legal / financial obligations; and are necessary to maintain cash flow and/or reputation. How long can you be down and remain viable? How will you continue performing these functions in disaster and who is relying on you for products or services.

- ☐ **VITAL RECORDS.** Identify those essential to perform critical functions such as employee data, payroll, inventory, financial and insurance records, customer data, legal and lease documents. Are any impossible to re-create, are copies stored offsite, or are they accessible online?

- ☐ **CRITICAL EQUIPMENT/MACHINERY.** Determine what is necessary to keep you operational. What if you lost critical equipment? Do you have spare parts or equipment stored offsite or can you get replacements?

☐ **RECOVERY**

LOCATIONS. Can you recover from an alternate site? Do you have multiple locations or are you site dependent? Consider setting up another site or creating an agreement to rent space in a disaster. Can you co-locate with a neighbor, partner or competitor?

- ☐ **LIFE SAFETY – EMERGENCY RESPONSE.** As local first responders may not be available, create your on-site team of first responders and train them to help save lives using now/low cost resources. Conduct annual training and drills such as:

- ☐ Evacuations
- ☐ First Aid/CPR
- ☐ Fire Safety and Extinguishers
- ☐ Great ShakeOut Earthquake Drills:

Train all employees to "Drop, Cover, and Hold On" and participate in the annual drill at www.ShakeOut.org

- ☐ **PLAN EDUCATION.** Educate employees on your plan, how it works, recovery strategies, call trees, etc.. Also, provide information on individual/family preparedness as employees ready at home will promptly return to work and assist your organization.

- ☐ **MAINTENANCE AND TESTING.** Update the plan when a change in your org impacts the information in the plan. Testing your plan is very important, as it's the only way to know if your plan works and employees know what to do!

For a simple, yet comprehensive, step-by-step plan-builder to become a more disaster resistant business (DRB) or organization get the DRB Toolkit® at www.Resilient-Workplace.org, along with other great resources.

3

ORGANIZE DISASTER SUPPLIES

First responders and supplies may be unavailable after an earthquake or other disaster. Organizations should take basic measures to be self-sufficient during the early phases after disaster. Basic needs: food, sanitation, etc., may not be available. Encouraging employees to be prepared at home and work will also aid in prompt resumption of your critical operations.

First Aid Kits vs. Disaster Supplies

As outside resources will be very limited after an earthquake, organizations should stockpile some supplies in order to support your employee base in the initial phases of a disaster. Emergency and Disaster supplies should be easily accessible, in protected locations, and easily dispersed. Keep track of perishable disaster supplies and replace regularly. Also, employees should be encouraged to keep a minimum three-day supply of personal medications at work, copies of prescriptions, and extra glasses or contacts.

Anna

One who lost building life

There's ample opportunity for confusion on a good day at a big hotel. But staff and guests are most likely to rise to the occasion when measures are in place to meet their most basic food, safety, hygiene and communication needs. We keep food and water in our disaster supply kits current, and we're seeking expert advice about stockpiling medical supplies that will go beyond the medical capacity of the first aid kits we already have on hand."



Most businesses have a requirement to furnish first aid kits in the workplace due to Occupational Safety & Health Administration (OSHA), state, or other regulations. First aid kits are only one part of supplies needed to support an employee base after a disaster. As first aid kits are designed to handle only day-to-day minor injuries, organizations should consider stockpiling additional medical supplies to handle a greater number and larger type of injuries. Additional supplies should match the level of employees' training.

4

MINIMIZE FINANCIAL HARDSHIP

In your preparation work, and Step 1, you identified hazards most likely to disrupt your organization and how to address them most effectively. Review the analysis for any potential issues to reduce or eliminate the potential for injury, property damage or business interruption. As the impacts can last for weeks and months, begin to minimize financial hardships by organizing important documents, strengthening your property, and considering insurance. Structural hazards can cause serious impacts and interrupt your operations. Address any structural hazards, as the cost of not addressing them will be even higher.

Organize important documents

If you have to leave work quickly, due to a fire or other emergency, and not be able to return—what key info or documents do you need for decision-making (lease, legal agreements, emergency contacts, insurance policies, etc.)? Create a "grab-and-go" bag or case, that is secure and possibly waterproof, so it can go with you.

In identifying critical documents, make sure you protect your vital records. Back-up computer files on regular basis and store back-ups at an off-site location (e.g. the cloud, fire safe at home, off-site storage). Know that "auto backup" is only to that computer and not off-site. Stored data can include client history, inventory records, or other information difficult to recapture or required to be protected, such as grant documentation.

TASK 3

DISASTER SUPPLIES

A minimum 3-day supply should be kept on hand including:

- ☐ **FIRST AID KITS/MEDICAL SUPPLIES** – cuts are most likely injury so have bandages, pads, wraps
- ☐ **FOOD** – canned, packaged, ready to eat
- ☐ **WATER** – enough for one gallon/per person/per day
- ☐ **LIGHTING** – flashlight & extra batteries, lanterns, light sticks
- ☐ **COMMUNICATIONS** – portable AM/FM radio and extra batteries, portable TV
- ☐ **TOOLS** – basic hand tools: hammers, screw-drivers, wrenches, etc.
- ☐ **PERSONAL PROTECTIVE EQUIPMENT** – hard hats, gloves, dust masks
- ☐ **TARPS/PLASTIC SHEETING**
- ☐ **FOOD PREPARATION** – portable stoves/grills for outdoor use, can openers, mess supplies
- ☐ **HYGIENE AND SANITATION SUPPLIES**
- ☐ **BACK-UP POWER** – generator & extra fuel, batteries, uninterruptable power supply (UPS), and consider other sources: e.g. solar, hand-cranked
- ☐ **ADDITIONAL SUPPLIES** to meet the training level of your employees: first aid, Community Emergency Response Team (CERT), EMT



Lee

Shoe store owner, Chicago, IL

"I love working in a place that's an architectural treasure. But is the ground floor of this hundred year old four-story building structurally sound? I have no idea, so I sent an email to my boss, and copied it to the owner of the building. We're meeting next week to talk about possible hazards."



Strengthen your property

While most organizations do not own their building, it is essential to work with your owner and/or property manager on addressing structural issues (e.g. floor, ceiling, walls, support columns). A good relationship can assist you getting access to your property or inventory, while structural damage can keep you from opening your doors. If you own your building, take the time to strengthen weaknesses, replace elements that may injure people or keep you from reopening. Strengthening protects you, your employees and customers, and allows you to return to operating more quickly.

Depending on the hazard, consider solutions such as earthquake retrofit, hurricane shutters, elevating for flood or installing flood resistant doors. While retrofitting or elevating the structure can be a significant cost, if you are reliant on that building to operate consider the cost to mitigate versus not having a building. No access, mean no business.

Bring in expert advisors

Not sure where to start? Do some homework to determine which additional measures are needed to protect your workplace. Ideally do it before you lease or purchase a facility. Learn what damage might be expected to help you prioritize solutions. Structural engineers and local Fire Marshall may help you understand the building code and how its application affects your building. Depending on year built, a building may be designed to not collapse, but still may not be operational following an earthquake. Also, if needing to relocate, keep code issues in mind for the new site.

Lease

If you lease your building, contact your owner/property manager and develop a relationship with them now, before a disaster occurs. If you uncovered a need to retrofit your building, work with your owner/manager to get various reputable, licensed, experienced retrofitters to give estimates and consider strengthening options. Also, discuss how you will communicate with each other following a disaster. Without connections in advance, tenants may not get access to their site after an event.

Learn about the other safety systems in place. Does the building have sprinklers? Does it have smoke and/or heat detectors? Does it have emergency power? How has the building and surrounding area been effected by disasters in the past? Asking these types of questions now will help you with customizing your own disaster plan and emergency response procedures.

Own

Organizations who own their buildings should look to the expert guidance in addressing identified vulnerabilities. Prioritize fixing weaknesses based on those that could most significantly impact your ability to do operate. If you know you need to strengthen your building, consult with licensed, reputable, experienced retrofitters to discuss your options. Home-based businesses are considered a high-risk group, since you have the potential of losing both your business and your home. We recommend www.ResilientWorkplace.org for both structural and non-structural solutions.

The goal of all organizations is to continue operations or restore them as quickly as possible following a disaster. Taking steps now will save much time, money and energy after disaster and will increase your ability to remain operational. Consider getting involved with organizations that connect tenants with owners, (e.g. Building Owners and Managers Association (BOMA)).

Consider insurance

After Hurricane Sandy, we learned many small businesses/non-profits did not have any insurance or the right type, like flood insurance, to cover impacts. The lesson learned too late is to review your policy and make an informed decision to select the one that covers your most critical equipment or operations. Most organizations do not have reserves to address impacts such as damage repairs and recovery. Consider cost of the deductible versus cost for all losses, then consult with an agent about options, such as business interruption insurance.



5

DROP, COVER, AND HOLD ON

When at work and the earth starts shaking — the critical initial step to stay safe, is to. Drop onto your hands and knees to avoid being knocked down by shaking. Cover your head with your arms (as best as possible), and Hold On to your neck with your hands. If you are near a table or desk, crawl under it and Hold On to your shelter with one hand. If needed, move with your shelter until the shaking stops. If there is no nearby shelter, crawl next to an interior wall (away from windows and other hazards), keep holding your arms over your head, and continue to Hold On to your neck with both hands.

Sam

Chef/owner small restaurant

"We're doing a great lunch business. So I was thinking, what if there was an earthquake? If we have customers at—or under—every table, how do my employees protect themselves? I'm bringing them all in to do a drill and figure out how to best handle that rule to drop, cover and hold on."



When the ground is shaking, you need to protect yourself quickly from things that may fall or are being projected across the room with great force. When you Drop onto your hands and knees your head should be lower than the next highest surface such as a desk, table or other sturdy furniture that will take the brunt of the impact. If seated and unable to drop to the floor (or in a wheelchair, first Lock your wheels), bend as far forward as possible, Cover your head/neck with your arms, and Hold On to your neck with both hands. Your life and the lives of your co-workers are of highest importance. As some people will panic, stand frozen in place or run out of the building, they become a target for the dangerous objects that are moving within and off of a building. The earthquake-safe action is to Drop, Cover, and Hold On to ride out the shaking.

Safe Places in An Office

In your foundation work, you identified possible hazards to your business and learned that earthquakes are a real threat. It is important to know what to do to protect you and your employees. Common safe areas and considerations for Drop, Cover, and Hold On are:

- > Under desk
- > Under a sturdy table
- > Away from windows
- > Next to an interior wall
- > Next to large furniture that won't tip over, like a sofa, or an over-stuffed chair

Hazards in Your Safe Places

While there are many safe places to Drop, Cover, and Hold On, there are potential hazards that might keep you unsafe. Regular practice, such as participation in annual Great ShakeOut Earthquake Drills, is a simple way to educate all employees on what to do and highlight issues that can be easily rectified such as:

- > Boxes stored under desk
- > Not enough space
- > Near windows

Once the hazards are identified, the next step is to fix them immediately. When the ground starts shaking, it is too late. If in a store, move away from dangerous areas quickly then Drop, Cover, and Hold On. Look for items that may provide protection, such as next to shopping carts or clothing racks, or inside the ground level of product racks at warehouse stores to avoid falling objects, then hold onto the rack.

Educate Your Workplace Visitors

Just like planning for the annual ShakeOut drills, create actions and procedures to address visitors or customers. A simple step is to present emergency briefing information to all visitors before each meeting, so they know what to do during an earthquake. It is also helpful to have employees pre-identified to be responsible to tell non-employees what to do.

6

IMPROVE SAFETY

Once the shaking has stopped, it is time to emerge slowly from your safe spaces, looking carefully for new hazards or falling objects. Expect aftershocks and prepare to drop again. Once up, decide if it's safe to stay. In a tsunami zone and shaking lasted for more than 20 seconds, move quickly to higher ground or inland. Then check for injured people and for serious damage. Take actions to prevent further injuries or damage.

Nadine

Education, dialysis center

"If you're a medical professional in earthquake country, employee training can make all the difference in the world in a patient's well-being. Once the shaking stops, we put our training into action: first we see to our patients' medical needs, then we check for obvious structural damage or other hazards to help us figure out if we should stay put or begin to evacuate."



Decide if evacuation is necessary

The first decision is whether to evacuate or stay put. Fire procedures are clearly to evacuate, but in an earthquake, being outside of a newer building may be more dangerous as it's where there may be falling debris from other buildings. Training employees pre-disaster will help with good disaster decision-making. If a tsunami is possible, evacuate to higher ground.

Activate trained employees and help the injured

In an earlier step, you identified training for your employees, and this is where trained employees go into action carrying out your response procedures. Life safety is the priority at this stage of the disaster, especially if you have limited personnel. Also activate the "person in charge" or their designee as they may be absent or injured. This is the decision-maker for the organization but won't necessarily be the CEO during a disaster.

Regardless of whether you evacuate or stay put, you need to account for your employees. This is a basic check on the welfare of the employees and any visitors. If you do have people injured, work with trained staff to manage their care, but only to the level that matches their training. Even if no injuries are present, treat for shock. If you need to move people out of danger, make sure it is safe to do so. For those that are more severely injured, contact 9-1-1 if available. If not available, use a radio or send a runner to locate a trained first aid responder to assist them.

Prevent further injuries or damage

Once immediate life safety is being addressed or stabilized, it is time to move to building & operation needs. First, inspect the exterior of your building for damage. Check for these potential hazards:

- > Fire
- > Damage to utilities
- > Leaking gas
- > Chemical spill
- > Obvious structural damage
- > Falling hazards during aftershocks

If it appears safe, then inspect the interior structure. If at any time during inspection, inside or outside, you find a significant hazard, consider whether occupants need to be evacuated or relocated.

INJURY AND DAMAGE ASSESSMENT

After an earthquake, your trained employees can start to perform what they have learned.

- ☐ Address life safety
- ☐ Address exterior building safety
- ☐ Address internal building safety
- ☐ Perform more detailed building assessment
- ☐ Establish a hub



Next, perform a more detailed facilities inspection to assess utilities and specialized equipment — do they work? Use information gathered to determine impacts on your ability to resume or continue operations. Look for damage to critical files and/or data.

Establish a hub (location or person) to receive reports of damage and injuries

Depending on the scale of the earthquake or other disaster, it is important to establish a centralized location, or hub, to manage information on life safety and building & operations. This will help with key decision-making, tracking issues, documenting a progression of the disaster, and lessons learned. For a very small organization, the hub may just be a person.

This central location, or emergency operations center, can help communicate status with employees such as whether it is safe to stay, where to relocate employees if not, when it is safe to leave, routes to evacuate and so forth. It also can become an easier way to document damage for insurance, public and customer purposes, by centralizing disaster files, photos, video, receipts, etc. as the disaster progresses.

7

RECONNECT AND RESTORE

Joe

Manager, Downtown Bank

"Understandably, people want and need access to their funds in the aftermath of an earthquake. I hope there'll be no disruption to our business, but you just never know. My job is to do my best to keep customers continuously updated about access to our banking services, and their money."



Once all life safety concerns are addressed, it is time to begin recovery activities to resume your operations. Keep in mind some aspects of your organization may never return to "normal" after a disaster. To be resilient is to be flexible to recover in this changed environment and make the organization survive and thrive. It can begin to restore daily life by reconnecting with others, repairing damage, and rebuilding community.

Detailed Assessment

You completed a facilities inspection, but now you need a more detailed assessment of operational issues. Based on what you found in your facilities inspection in Step 6, prioritize your findings by what is most important and then begin to create an action plan. If necessary, conduct additional assessments, possibly bringing in professionals such as structural engineers. In your action plan, show how you will address these issues based on their criticality to operations.

At this stage of the disaster it is important to look more thoroughly at daily operations. What you find may impact the following areas: communications, recovery activities, and restoration of services and/or production.

Communications

First determine what communication is needed and how you can be successful. Consider your different target groups as each must be handled differently. Communicate with employees, customers/clients, vendors, stakeholders, and key organizational partners often. Consider alternate communications methods in a disaster, such as your website, social media, telephone calls, news services and publications, or if there is no power then utilizing the U.S. Postal Service.

One of the simplest but important communication is to let your customer/client base, or the community at large, know when you are open. If your surrounding area has been hard hit this may be more difficult, but banners and other advertising will help you, as can the media.

Also, encourage employees to talk to one-another about what happened. Mental health is a big part of the recovery, and not addressing can lead to poor performance, absenteeism, etc.

Recovery Activities "Things to Consider"

How were your employees impacted at home? Are they able to return to work? As you are working to restore interrupted services, here are a few areas to consider that might have an impact on how or when you resume operations.

- > Temporary v. permanent relocation
- > Availability of resources
- > Customer/client needs
- > Staff availability
- > Infrastructure — what is occurring in the surrounding neighborhood that may impact you

Full restoration of services/production

At this point you need to work with your community and your partners to reconnect to your customers/clients as well as get help. Look to businesses and/or government for assistance if you need it. Resources can be found at the local, state, and national level. Use this time to enhance existing relationships by keeping them in the communication loop and share your available resources with them, especially if it might assist your community.

Lesson Learned

You are on the road to recovery, but it is still important to develop your list of lessons learned before the memories fade. This will help you to implement changes to operations, add to your plan, then circle back to Step 1 and lessen future impacts. Since we cannot stop earthquakes, or other disasters, from occurring it is important that we take steps today to minimize loss of people and property.

YOUR CHECKLIST FOR A PREPARED WORKPLACE

SETTING THE FOUNDATION

- ☐ Create My Hazard List
- ☐ Identify potential internal hazards
- ☐ Identify potential external hazards
- ☐ Identify critical business assets
- ☐ Complete the Risk Assessment Matrix

BEFORE...

STEP 1

SECURE YOUR SPACE

- ☐ Begin addressing hazards by starting on no/low cost items with high impact
- ☐ Consider benefits vs. loss of higher cost items
- ☐ Be diligent in continuing solutions
- ☐ Reinforce & reward employees' safe behavior
- ☐ Address priority hazards

STEP 2

PLAN TO BE SAFE

- ☐ Collaborate on Your Plan
- ☐ Complete Basic Plan (see page 9)
 - ☐ Employee Emergency Contacts
 - ☐ Key Contacts List
 - ☐ Critical Business Functions
 - ☐ Vital Records
 - ☐ Critical Equipment/Machinery
 - ☐ Recovery Locations
 - ☐ Life Safety — Emergency Response
 - ☐ Plan Education
 - ☐ Maintenance and Testing

STEP 3

ORGANIZE DISASTER SUPPLIES

- ☐ Understand first aid kits vs. disaster supplies
- ☐ Disaster Supplies Kits (see page 10)
 - ☐ First Aid Kits/Medical Supplies
 - ☐ Food and Food Preparation
 - ☐ Water
 - ☐ Lighting
 - ☐ Communications
 - ☐ Tools
 - ☐ Personal Protective Equipment
 - ☐ Tarps/plastic sheeting
 - ☐ Hygiene and sanitation supplies
 - ☐ Back-up power
 - ☐ Additional supplies

STEP 4

MINIMIZE FINANCIAL HARDSHIPS

- ☐ Organize important documents
- ☐ Strengthen your property
- ☐ Bring in expert advisors
- ☐ Actions if you lease
- ☐ Actions if you own
- ☐ Consider insurance

DURING...

STEP 5

DROP, COVER, AND HOLD ON

- ☐ Know how to Drop, Cover, and Hold On
- ☐ Understand how to Drop, Cover, and Hold on—when you cannot Drop
- ☐ Review safe places in an office
- ☐ Identify hazards in your safe places
- ☐ Educate your workplace visitors

STEP 6

IMPROVE SAFETY

- ☐ Decide if evacuation is necessary
- ☐ Activate trained employees and help the injured
- ☐ Prevent further injuries or damage
 - Inspect the building exterior for damage and/or hazards
 - Inspect the building interior for damage and/or hazards
 - Perform a more detailed facilities assessment of impacts to utilities, special equipment, etc.
- ☐ Inspect the building exterior for damage and/or hazards
- ☐ Inspect the building interior for damage and/or hazards
- ☐ Perform a more detailed facilities assessment of impacts to utilities, special equipment, etc.
- ☐ Establish hub for communications

AND AFTER...

STEP 7

RECONNECT AND RESTORE

- ☐ Perform a more detailed assessment of operational issues
- ☐ Communicate frequently with target groups
- ☐ Consider recovery activities
- ☐ Fully restore operations/production
- ☐ Document lessons learned
- ☐ Return to Step 1 to update plan

WE'RE ALL IN THIS TOGETHER

EARTHQUAKE COUNTRY ALLIANCE

www.EarthquakeCountry.org

Great information for how to get prepared to survive and recover after major earthquakes, according to the *Seven Steps to Earthquake Safety*. This site also has useful information about earthquakes risk in California, a broad collection of earthquake science preparedness resources, and information about major activities of the ECA.

www.terremotos.org

Earthquake preparedness information and resources in Spanish, including the Spanish-language version of *Putting Down Roots in Earthquake Country*

QUAKESMART

www.QuakesmartCommunity.org

A program of resources and recognition for organizations looking to secure their space, systems, structure, staff and services for earthquakes. Great guidance to complete steps and application for recognition

DISASTER RESISTANT BUSINESS (DRB) TOOLKIT®

www.DRBToolkit.org

Simple, yet comprehensive step-by-step application uses videos and interactive content that's 100% customizable for organizations to identify risk, prioritize operations, and train employees. Develop or enhance your continuity plan and program. Learn how to create exercises; get solutions for before, during, and after disaster; and make better decisions to keep your doors open

GREAT SHAKEOUT EARTHQUAKE DRILLS

www.ShakeOut.org

Register here to join millions of people worldwide who practice self-protective actions each year, in businesses, organizations, government, schools, and other organizations. Comprehensive drill planning resources are available for simple to advanced drills at any time. Many additional resources for what to do before, during, after are also available

U.S. DEPARTMENT OF HOMELAND SECURITY (DHS) FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA)

www.dhs.gov / www.fema.gov

DHS/FEMA provide current National Terrorism Advisory Level, national security, preparedness and response programs, applying for disaster assistance, resources, and training

READY BUSINESS

www.ready.gov/business/

Business Section – Information on how to create a plan for your business, training and awareness aids, downloadable information

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES

<https://www.caloes.ca.gov/businesses-organizations>

Businesses can do much to prepare for and lessen impacts of natural hazards, including earthquakes, floods, fires, tsunamis, and pandemics. Cal OES offers information about training, materials and assistance to help respond to and recover from such disasters.

U.S. CHAMBER OF COMMERCE FOUNDATION

www.uschamberfoundation.org/disaster-response-and-community-resilience

The Chamber's Corporate Citizenship Center (CCC) has great resources such as Preparedness & Recovery Quick Guides (printed and expanded online guides), as well as the National Disaster Help Desk that provides assistance to organizations and communities struck by disaster—just call 1-888-MY-BIZ-HELP (888-692-4943)

U.S. SMALL BUSINESS ADMINISTRATION (SBA)

1-800-U-ASK-SBA (1-800-827-5722)

E-mail: answerdesk@sba.gov

www.sba.gov/services/disasterassistance

Provides excellent information regarding types and how to apply for disaster assistance, and other resources

www.preventionweb.net/files/3548_servdispreplanningguide.pdf

SBA's "Expect the Unexpected: Prepare Your Business for a Disaster" guide with tips and resources for multi-hazards

CENTER FOR DISEASE CONTROL (CDC)

www.cdc.gov

Emergency Preparedness and Response Section – Obtain information regarding specific health threats, how to plan for them and how to create a supply kit

DISASTER RESOURCE GUIDE

www.disaster-resource.com

A source for Business Continuity news, articles, trends, and a guide for additional resources

resilientworkplace.org



**Earthquake
Country
Alliance**

We're all in this together.

Arvin Union School District Emergency Drill Evaluation Worksheet



Schools are expected to submit an evaluation after each emergency drill and radio test. Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet or cell phone.

Questions with an * require a response.

School*

Today's Date*

First Name*
Penny

Last Name*
Perez

Email Address*
pperez@arvin-do.com

1) Drill Type*

2) Select One*
new drill submission

Fire

3) Date Conducted*

4) Time Started *

**5) Time Completed
(including accounting
for everyone)***

6) Alert Type*
bell/tone

**7) How many minutes did
evacuation take? If no
evacuation, respond "0."***

**8) Did everyone on campus
participate?*** yes

9) If parents/guardians participated, what were their roles?

10) How were parents/guardians notified about the drill?* no notification

If other (specify)

11) Was an Incident Command Post established?*

Yes

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*

Yes

14) Comments regarding the emergency drill

This fire drill was student initiated
The E wing did not hear the fire drill

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*

5

b) Employee performance of emergency duties and procedures*

5

c) Emergency team(s) performance of duties*

5

d) Accounting for everyone*

5

e) Alert system*

2

16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?*

Yes

17) List the top lesson learned from this drill and how it will be addressed.

18) What District training support would improve emergency drills and/or preparedness?

A drill certificate of completion will be emailed to Susie Reyes. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill log book for proof of compliance during inspections. Questions can be directed to epereida-martinez@arvin-do.com or 661-854-6512.

Arvin Union School District Emergency Drill Evaluation Worksheet



Schools are expected to submit an evaluation after each emergency drill and radio test. Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet or cell phone.

Questions with an * require a response.

School*

Today's Date*

First Name*
Penny

Last Name*
Perez

Email Address*
pperez@arvin-do.com

1) Drill Type*

2) Select One*
new drill submission

Fire

3) Date Conducted*

4) Time Started *

**5) Time Completed
(including accounting
for everyone)***

6) Alert Type*
bell/tone

**7) How many minutes did
evacuation take? If no
evacuation, respond "0."***

**8) Did everyone on campus
participate?*** yes

9) If parents/guardians participated, what were their roles?

10) How were parents/guardians notified about the drill?* no notification

If other (specify)

11) Was an Incident Command Post established?*

Yes

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*

Yes

14) Comments regarding the emergency drill

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*

5

b) Employee performance of emergency duties and procedures*

5

c) Emergency team(s) performance of duties*

5

d) Accounting for everyone*

5

e) Alert system*

5

16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?*

Yes

17) List the top lesson learned from this drill and how it will be addressed.

18) What District training support would improve emergency drills and/or preparedness?

A drill certificate of completion will be emailed to Susie Reyes. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill log book for proof of compliance during inspections. Questions can be directed to epereida-martinez@arvin-do.com or 661-854-6512.

Arvin Union School District Emergency Drill Evaluation Worksheet



Schools are expected to submit an evaluation after each emergency drill and radio test. Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet or cell phone.

Questions with an * require a response.

School* Site-Sierra Vista Elementary School

Today's Date* 09/26/2023

First Name*
Penny

Last Name*
Perez

Email Address*
pperez@arvin-do.com

1) Drill Type*

2) Select One*
new drill submission

Fire

3) Date Conducted* 09/25/2023

4) Time Started * 11:16 AM

**5) Time Completed
(including accounting
for everyone)*** 11:23 AM

6) Alert Type*
bell/tone

**7) How many minutes did
evacuation take? If no
evacuation, respond "0."*** 7

**8) Did everyone on campus
participate?*** yes

9) If parents/guardians participated, what were their roles?

N/A

10) How were parents/guardians notified about the drill?* no notification

If other (specify)

11) Was an Incident Command Post established?*

Yes

12) Did an employee take the School Emergency Response Box to the assembly area/command post?" Yes

14) Comments regarding the emergency drill

Fire Drill initiated by a student. Mrs. Matharu in the E-wing commented that she faintly heard the fire drill tone. Mrs. Matharu wasn't sure if it was due to all the construction on the south side of her classroom.

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*

5

b) Employee performance of emergency duties and procedures*

5

c) Emergency team(s) performance of duties*

5

d) Accounting for everyone*

5

e) Alert system*

5

16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?" Yes

17) List the top lesson learned from this drill and how it will be addressed.

18) What District training support would improve emergency drills and/or preparedness?

A drill certificate of completion will be emailed to Susie Reyes. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill log book for proof of compliance during inspections. Questions can be directed to eDereida-martinez@arvin-do.com or 661-854-6512.

Arvin Union School District Emergency Drill Evaluation Worksheet



Schools are expected to submit an evaluation after each emergency drill and radio test. Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet or cell phone.

Questions with an * require a response.

School* Site-Sierra Vista Elementary School

Today's Date* 11/15/2023

First Name*
Penny

Last Name*
Perez

Email Address*
pperez@arvin-do.com

1) Drill Type*

2) Select One*
new drill submission

Earthquake

3) Date Conducted* 10/19/2023

4) Time Started * 10:00 AM

**5) Time Completed
(including accounting
for everyone)*** 10:11 AM

6) Alert Type*
bell/tone

**7) How many minutes did
evacuation take? If no
evacuation, respond "0."***

11

**8) Did everyone on campus
participate?*** no

9) If parents/guardians participated, what were their roles?

Parents that were in a Parenting Partners Work Shop participated

10) How were parents/guardians notified about the drill?* school website/calendar

If other (specify)

11) Was an Incident Command Post established?*

Yes

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*

Yes

14) Comments regarding the emergency drill

All American Shake Out was conducted today. F1 Did not hear the Fire Drill, although the announcements were heard on the PA. The nurse had an ill student in the office and did not participate as well as Rebecca the Director of Student Services.

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*

5

b) Employee performance of emergency duties and procedures*

5

c) Emergency team(s) performance of duties*

5

d) Accounting for everyone*

5

e) Alert system*

5

16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?*

Yes

17) List the top lesson learned from this drill and how it will be addressed.

18) What District training support would improve emergency drills and/or preparedness?

A drill certificate of completion will be emailed to Susie Reyes. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill log book for proof of compliance during inspections. Questions can be directed to epereida-martinez@arvin-do.com or 661-854-6512.

Arvin Union School District Emergency Drill Evaluation Worksheet



Schools are expected to submit an evaluation after each emergency drill and radio test. Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet or cell phone.

Questions with an * require a response.

School* Site-Sierra Vista Elementary School

Today's Date* 11/29/2023

First Name*

Penny

Last Name*

Perez

Email Address*

pperez@arvin-do.com

1) Drill Type*

Fire

2) Select One*

new drill submission

3) Date Conducted*

11/29/2023

4) Time Started *

8:23 AM

**5) Time Completed
(including accounting
for everyone)***

8:30 AM

6) Alert Type*

bell/tone

**7) How many minutes did
evacuation take? If no
evacuation, respond "0."***

7

**8) Did everyone on campus
participate?*** yes

9) If parents/guardians participated, what were their roles?

10) How were parents/guardians notified about the drill?* no notification

If other (specify)

11) Was an Incident Command Post established?*

Yes

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*

Yes

14) Comments regarding the emergency drill

This fire drill went very well. Everyone on campus participated.

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*

5

b) Employee performance of emergency duties and procedures*

5

c) Emergency team(s) performance of duties*

5

d) Accounting for everyone*

5

e) Alert system*

5

16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?*

Yes

17) List the top lesson learned from this drill and how it will be addressed.

18) What District training support would improve emergency drills and/or preparedness?

A drill certificate of completion will be emailed to Susie Reyes. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill log book for proof of compliance during inspections. Questions can be directed to epereida-martinez@arvin-do.com or 661-854-6512.

Arvin Union School District Emergency Drill Evaluation Worksheet



Schools are expected to submit an evaluation after each emergency drill and radio test. Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet or cell phone.

Questions with an * require a response.

School* Site-Sierra Vista Elementary School

Today's Date* 12/11/2023

First Name*
Penny

Last Name*
Perez

Email Address*
pperez@arvin-do.com

1) Drill Type*

Fire

2) Select One*

new drill submission

3) Date Conducted* 12/11/2023

4) Time Started * 8:24 AM

**5) Time Completed
(including accounting
for everyone)*** 8:31 AM

6) Alert Type*
bell/tone

**7) How many minutes did
evacuation take? If no
evacuation, respond "0."*** 7

**8) Did everyone on campus
participate?*** yes

9) If parents/guardians participated, what were their roles?

N/A

10) How were parents/guardians notified about the drill?* no notification

If other (specify)

11) Was an Incident Command Post established?*

Yes

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*

Yes

14) Comments regarding the emergency drill

This fire drill went very well. Everyone on campus participated.

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*

5

b) Employee performance of emergency duties and procedures*

5

c) Emergency team(s) performance of duties*

5

d) Accounting for everyone*

5

e) Alert system*

5

16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?*

Yes

17) List the top lesson learned from this drill and how it will be addressed.

N/A

18) What District training support would improve emergency drills and/or preparedness?

N/A

A drill certificate of completion will be emailed to Susie Reyes. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill log book for proof of compliance during inspections. Questions can be directed to epereida-martinez@arvin-do.com or 661-854-6512.

Arvin Union School District Emergency Drill Evaluation Worksheet



Schools are expected to submit an evaluation after each emergency drill and radio test. Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet or cell phone.

Questions with an * require a response.

School* Site-Sierra Vista Elementary School

Today's Date* 01/30/2024

First Name*
Penny

Last Name*
Perez

Email Address*
pperez@arvin-do.com

1) Drill Type*

2) Select One*
new drill submission

Fire

3) Date Conducted* 01/30/2024

4) Time Started * 8:22 AM

**5) Time Completed
(including accounting
for everyone)*** 8:29 AM

6) Alert Type*
bell/tone

**7) How many minutes did
evacuation take? If no
evacuation, respond "0."*** 7

**8) Did everyone on campus
participate?*** yes

9) If parents/guardians participated, what were their roles?

No Parent Participants

10) How were parents/guardians notified about the drill?* no notification

If other (specify)

11) Was an Incident Command Post established?*

Yes

12) Did an employee take the School Emergency Response Box to the assembly area/command post? * Yes

14) Comments regarding the emergency drill

Cafeteria personnel did not participate
Parents in ELAC meeting in D1 Did not participate

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*

5

b) Employee performance of emergency duties and procedures*

5

c) Emergency team(s) performance of duties*

5

d) Accounting for everyone*

4

e) Alert system*

5

16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill? * Yes

17) List the top lesson learned from this drill and how it will be addressed.

N/A

18) What District training support would improve emergency drills and/or preparedness?

N/A

A drill certificate of completion will be emailed to Susie Reyes. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill log book for proof of compliance during inspections. Questions can be directed to epereida-martinez@arvin-do.com or 661-854-6512.

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.

ARMED INTRUDER

AUSD Safety Procedure: LOCK DOWN

TEACHER/STAFF

If you are the first person to recognize 911 emergency, have another person notify the office of what is happening.

Quickly survey the hallway by your classroom. Order any students in the hall or restroom into your room.

Close all blinds and turn off lights.

Direct students to sit on the floor against walls away from windows in a "safety area" out of sight from windows and doors and barricade door

Students are to remain absolutely silent during this time.

Teachers check roll and make sure their students are either in the classroom or with another teacher.

Tell students of other teachers they are to remain with you during lock down.

Outside phone lines are kept open.

Use reasonable judgment in allowing students into a locked room during the height of the incident.

Wait in Lock Down until "ALL CLEAR" notice or evacuated by law enforcement.

PRINCIPAL

All staff are trained to recognize an emergency situation requiring a lock down. First person to know of emergency immediately dials 911 staying on line to give information. If the caller must immediately leave, then drop phone leaving line open.

Students in hallways, bathrooms or commons when a lock down is announced are to return to the closest classroom or building immediately.

Principal, vice principal, custodians immediately begin locking all outside doors and monitor doors for "late arrivals."

Students outside when lock down is announced are directed to cafeteria by bullhorns and by selected staff. Staff should hurry, without panicking students and lead them to the nearest door and then to the cafeteria.

Call Superintendent's Office who will notify necessary administrators.

Refer calls from media to designated media relations staff.

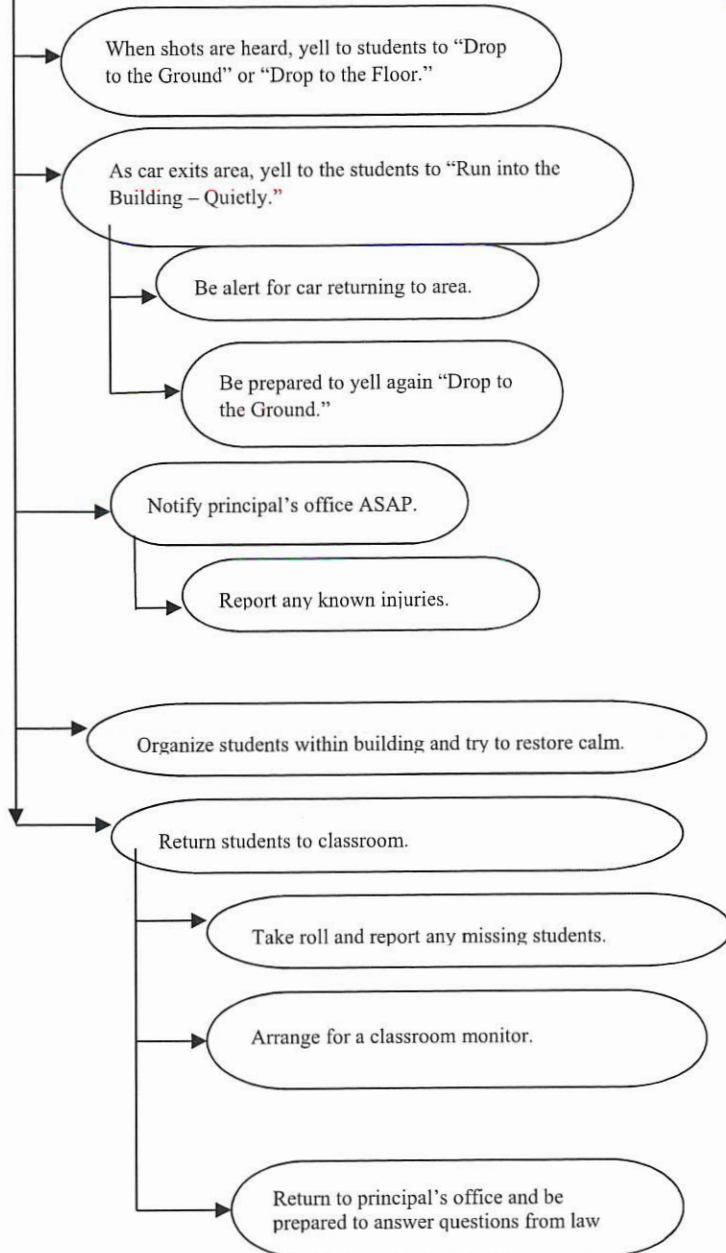
Stay in contact with law enforcement for information and instructions until incident is under control.

When incident is under control, issue "ALL CLEAR."

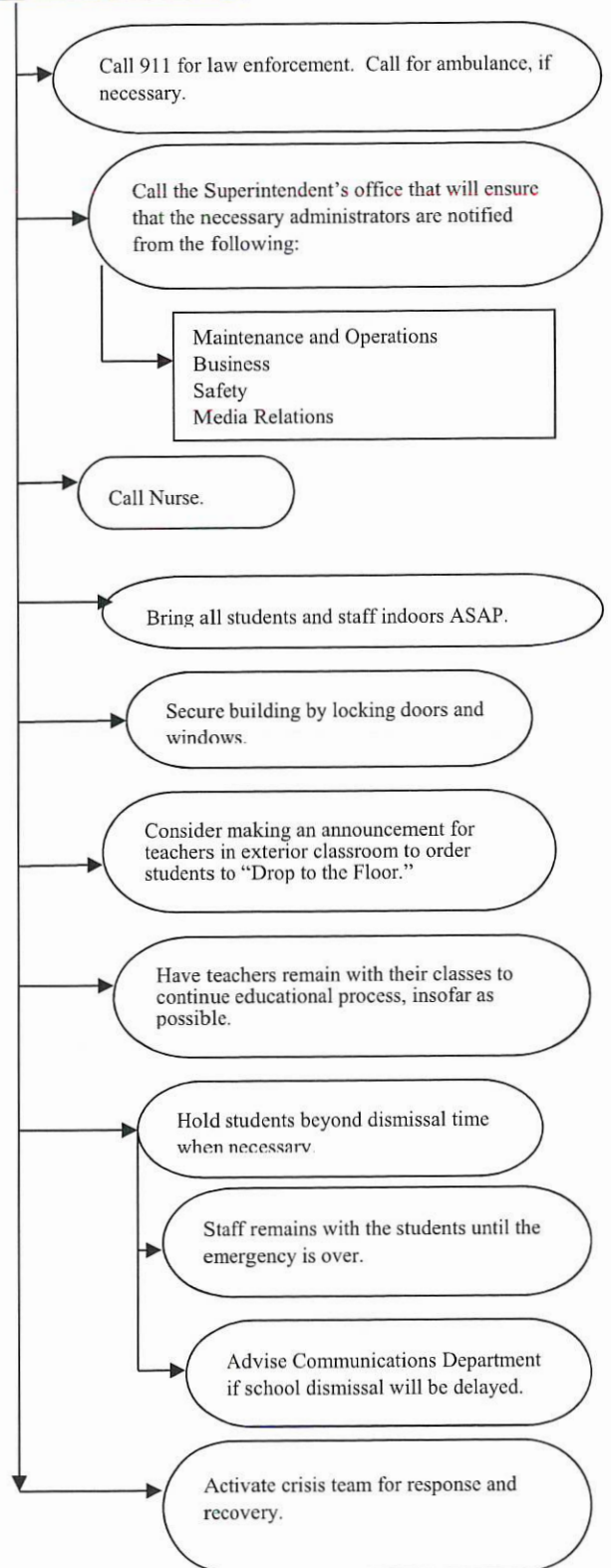
Initiate emergency recovery procedures involving the district and school site crisis intervention resources.

AUSD Safety Procedure: DRIVE-BY SHOOTING

TEACHER/STAFF



PRINCIPAL



AUSD Safety Procedure: UNARMED INTRUDER

TEACHER/STAFF

Report any suspicious person to the principal's office immediately.

PRINCIPAL'S OFFICE

Approach the unarmed intruders and determine the nature of their presence.

Ask for identification.

Direct and/or accompany them to the school office.

If they have no acceptable purpose, ask them to leave.

If they refuse to leave,

Remind them California law requires each individual to register, have the principal/designee direct them to leave and remind them they are then in violation of the law if they fail to leave (See also: Visitor/Outsider Policy and Procedures).

Alert them that law enforcement will be called.

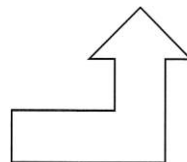
If they continue to refuse to leave, call law enforcement or 911 if determined to be an

If the situation is very severe, announce a "Lock Down" procedure," discretely if possible, which means all teachers will lock doors (See also Lock Down Safety Procedure).

If Lock Down is announced, have administrative staff evacuate any students who have been locked out of their classroom or who are in public areas to a safe area inside or outside the buildings.

Call the Superintendent's office that will ensure that the necessary administrators are notified, from among the following:

Maintenance and Operations
Business
Safety
Media Relations



AUSD Safety Procedure: *EVACUATION*

TEACHER/STAFF

EMERGENCY

- Disaster
- Fire
- Fallen Aircraft
- Chemical Release
- Bomb Threat
- Drill

Evacuate when you hear 3 bells ring.

Be aware of pre-designated primary and alternate evacuation routes.

Take roster sheet and grade book with you.

Close classroom door and turn out lights as students leave.

Leave the building in an orderly manner without rushing or crowding.

If the situation warrants, vehicle evacuation will be used to transport students to another site.

If the emergency calls for an evacuation without the use of vehicles, walk from the building in the stated course.

Always evacuate crosswind and/or upwind away from any emergency by a safe route.

Students should be evacuated at least 300 feet from building and out of the way of emergency vehicles.

Reassembly the students and check roll to ensure that all students are accounted for.

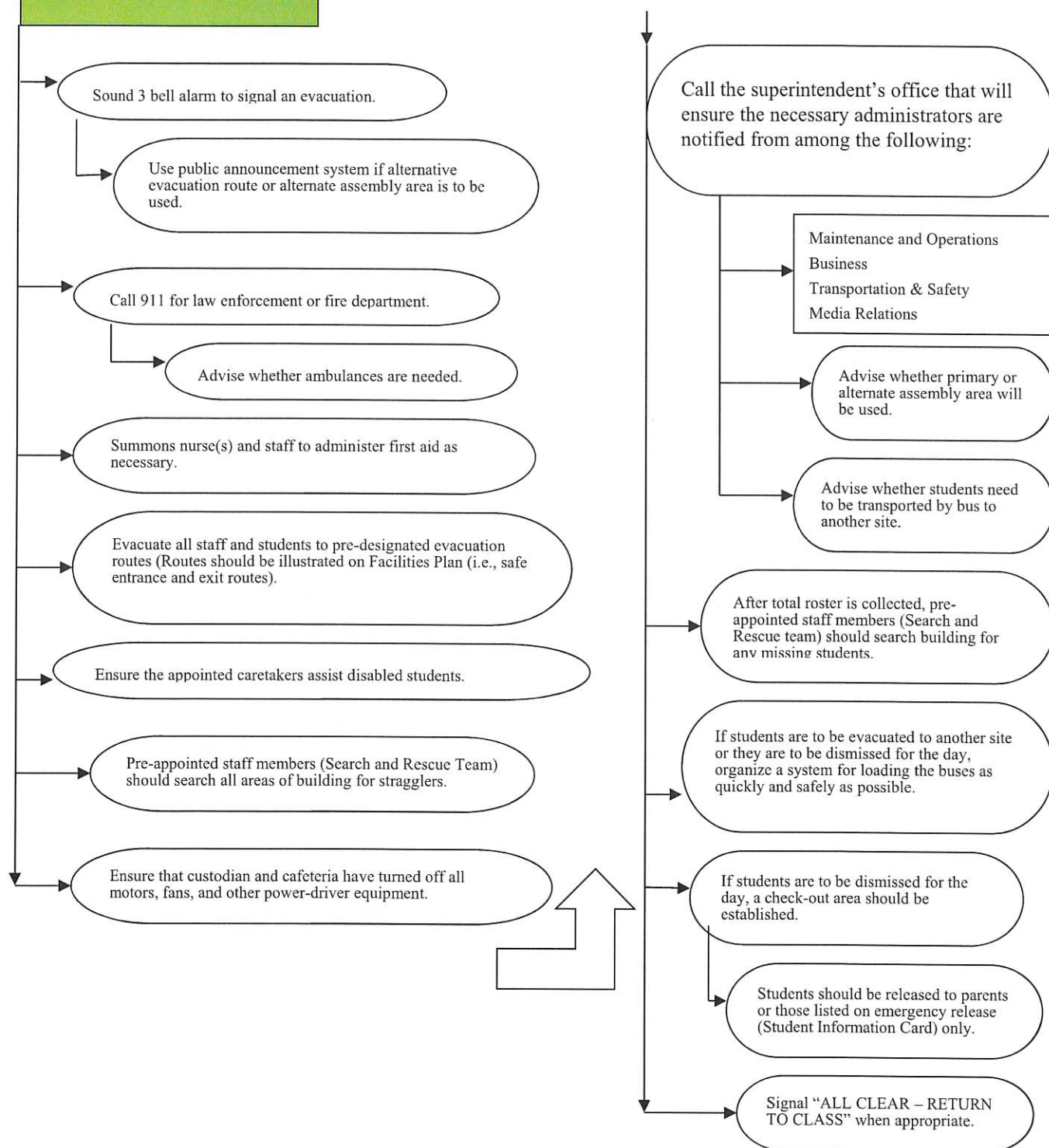
Report any missing students immediately.

Note on roster any students who are released to parents.

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

AUSD Safety Procedure: EVACUATION (Continued)

PRINCIPAL'S OFFICE



AUSD Safety Procedure: *Student Walkout*

TEACHER/STAFF

If you become aware of a planned walkout, notify the principal.

Quickly survey the hallway by your classroom. Notify students who remain on campus that they should return to class or risk discipline if they remain on campus and do not attend class. (No physical force or physical contact will be made to prevent students from leaving the campus in a safe manner.)

Notify school site administrator of students in the hallway outside of your classroom.

Take roll immediately following the walkout and compare to the original roll to determine who did not return to class. Send the list of students not in class to the school office.

Assist with playground/yard supervision during non-classroom duty time.

If an opportunity arises, provide positive, age appropriate, guidance to students about the choices available.

Give students an accurate description of the issues leading up to the walkout. ; if appropriate, give the students a guided opportunity to discuss the issues, the actions, the choices, and the impact of such choices.

PRINCIPAL

Develop a plan to help ensure student safety in the event of a walkout.

Develop safe exit routes in partnership with law enforcement.
Suggest students exercise their **free speech** rights after school hours.
Work with student leaders on safety issues.
Remind students of the behaviors that are not protected and may result in school discipline issues and legal actions for them and their families

Notify and update the Superintendent's office who will determine if a District-level response is warranted.

Review, to if applicable, follow the systematic emergency response protocols to include adjustments contingent upon the involvement of other agencies or district personnel.

Encourage students who remain on campus to return to class and point out the advantages of re-engaging in classroom activities. (Remind staff to avoid physical contact and physical force unless clearly necessary to protect students or staff.

Establish a communication system to notify parents of the students that left campus during the student walkout, keep others involved in the response updated, and to respond, under the direction of the superintendent or designee to media inquiries.

Provide a highly visible law enforcement presence on and around the school campus throughout the day.

Stay in contact with law enforcement for information and instructions until incident is under control.

	AUSD Safety Procedure: <i>FIRE DRILLS AND FIRES</i>	
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TEACHER/STAFF

All students and staff shall evacuate building when you hear 3 bells ring.

Teachers shall ascertain that no students remain in the building.

Close classroom door, turn out lights and take roster sheet and grade book with you.

Follow pre-designated primary or alternate evacuation routes.

Leave the building in an orderly manner without rushing or crowding.

If determined by the Incident Commander/principal, bus/vehicle evacuation will be used to transport students to another site.

If the emergency calls for an evacuation without the use of vehicles, walk from the building using the identified course.

Students should be evacuated at least 300 feet from building and out of the way of emergency vehicles.

Reassembly the students and check roll to account for all students.

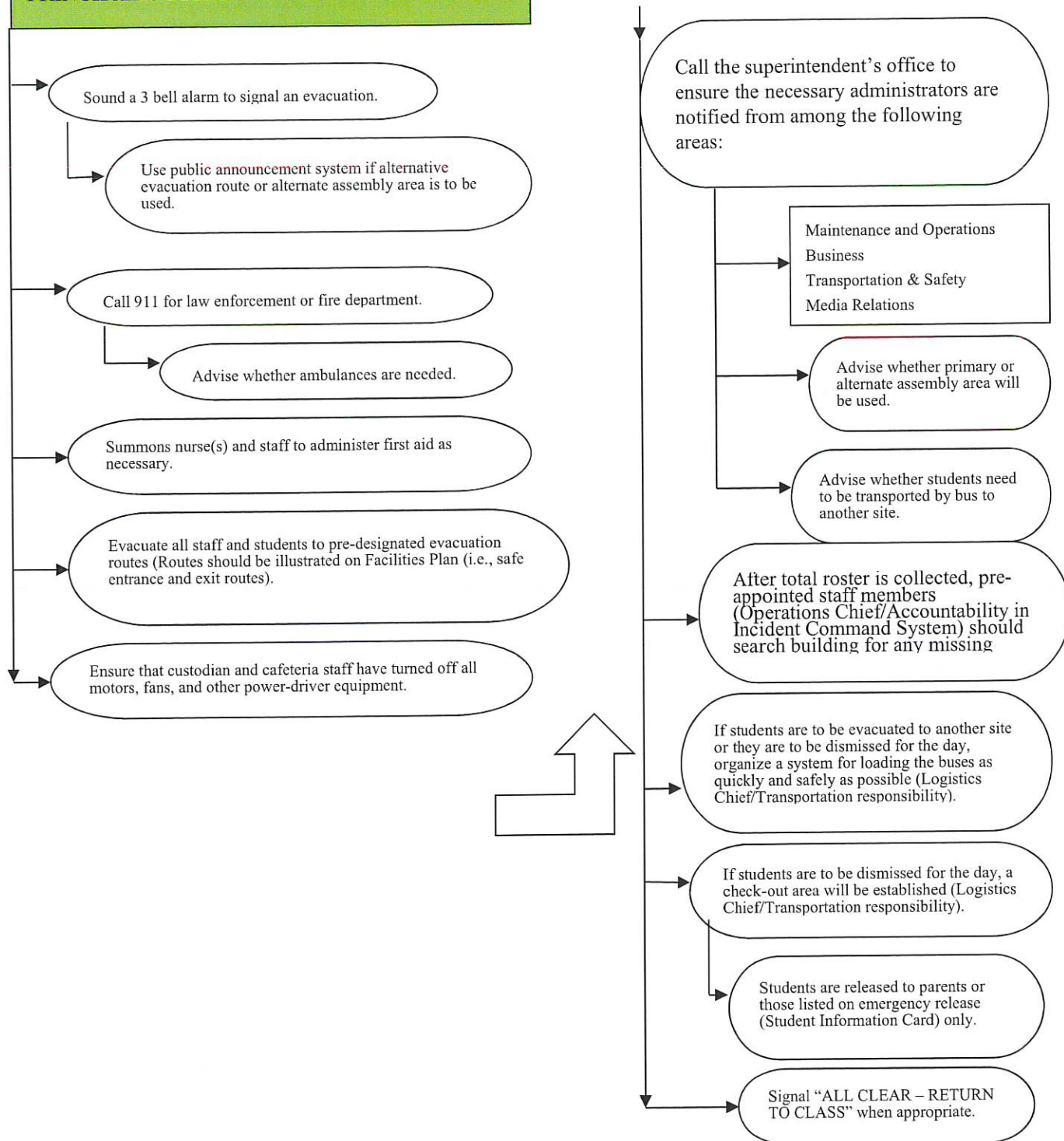
Immediately report any missing students to the principal or designee.

Note on roster any students who are released to parents.

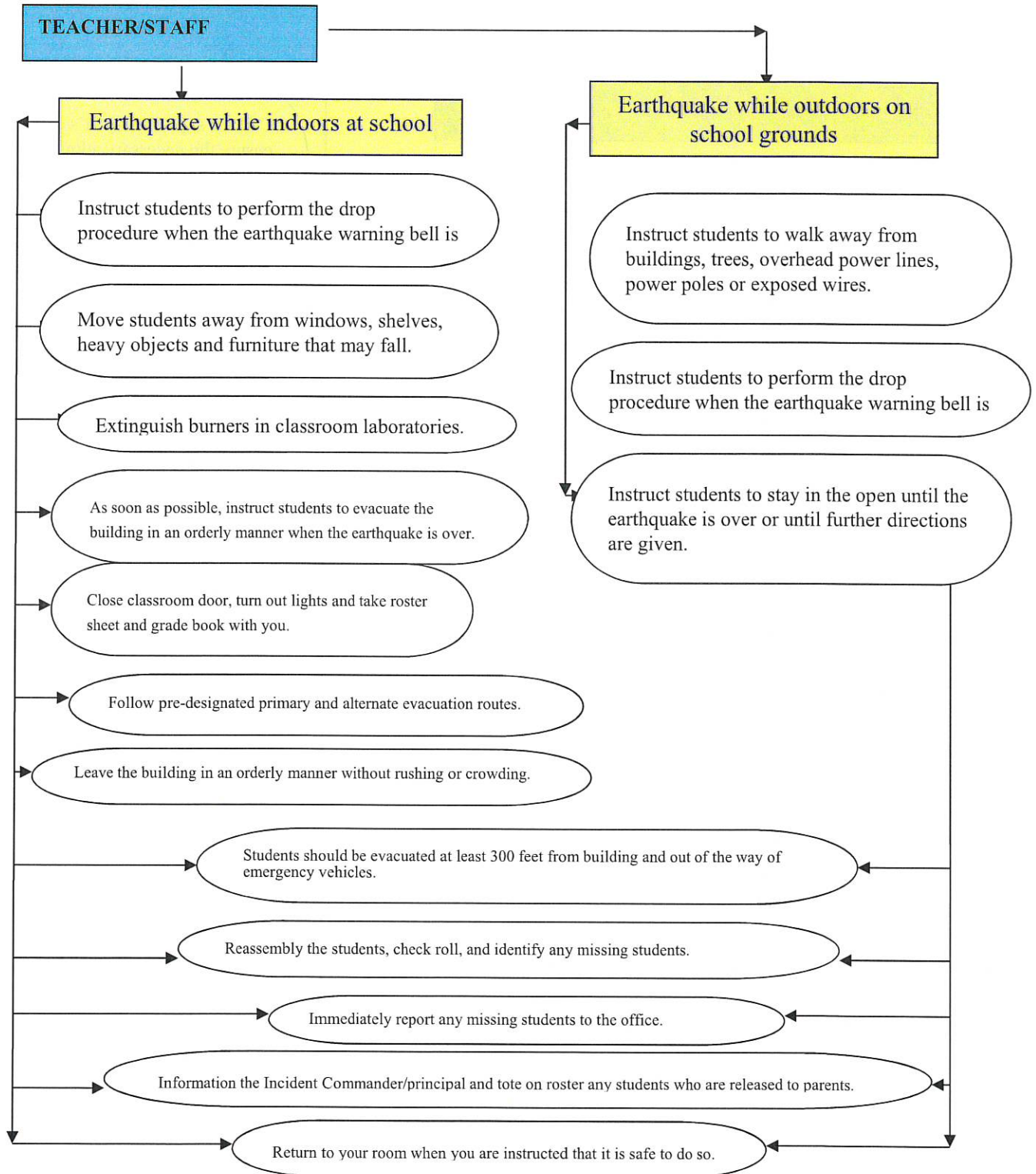
Return to your room when you are instructed that it is safe to do so.

AUSD Safety Procedure: FIRE DRILLS AND FIRES (Continued)

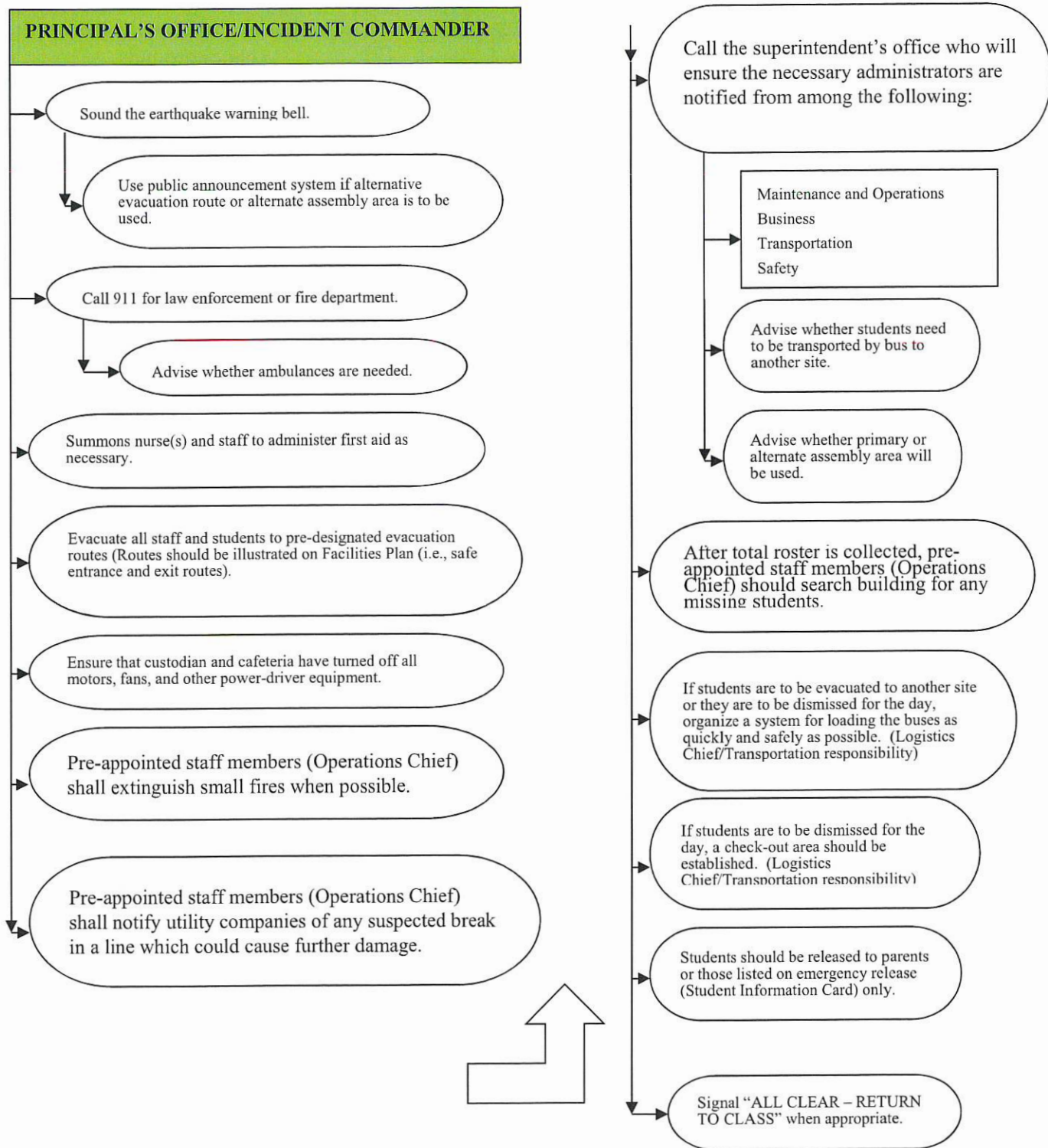
PRINCIPAL'S OFFICE/INCIDENT COMMANDER



AUSD Safety Procedure: EARTHQUAKE DRILL AND EARTHQUAKES



AUSD Safety Procedure: EARTHQUAKE DRILL & EARTHQUAKES



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.

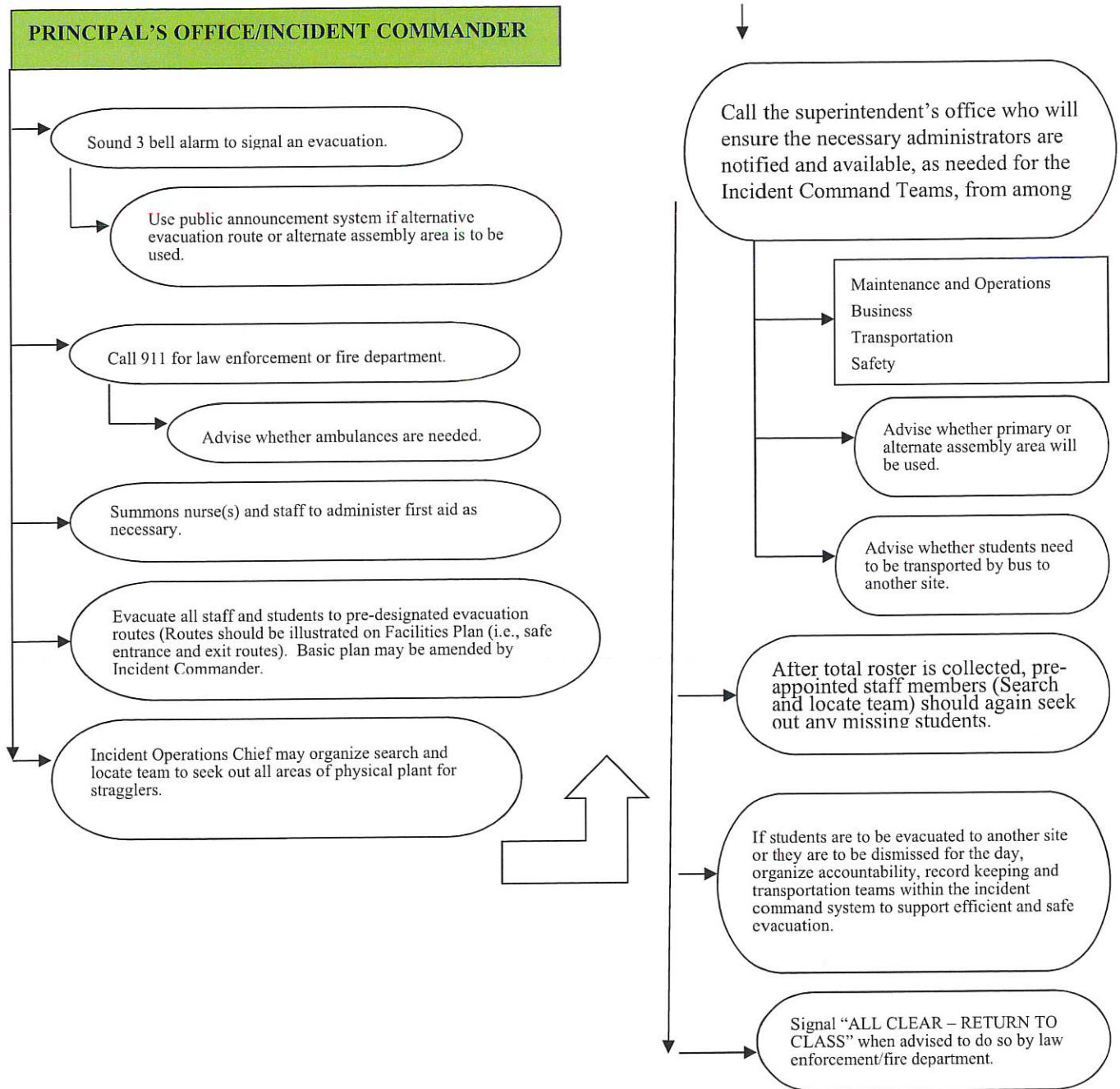
Any employee who receives a bomb threat shall immediately call 911 and report the threat to the principal or designee.

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



Policy 4319.41: Employees With Infectious Disease

Status: ADOPTED

Original Adopted Date: 01/17/2006 | **Last Reviewed Date:** 01/17/2006

The Board of Trustees encourages each employee to inform the district as soon as possible if he/she contracts an infectious disease which creates a physical or mental disability. The Board will reasonably accommodate the needs of such individuals.

The Board may reassign or grant disability leave to an employee who is unable to perform his/her job responsibilities because of illness or because the employee's illness significantly endangers his/her health or safety or the health or safety of others.

No employee will be discriminated against because of his/her disability. Legal protections established for disabled persons extend to individuals significantly impaired by infectious diseases.

When informed that an employee has a disabling infectious disease, the Superintendent or designee may request that the employee sign a release form to provide confidential medical information and records.

In determining a reasonable accommodation of the employee's condition, the Superintendent or designee may consult with public health officials or physicians with expertise in the diagnosis and treatment of infectious disease. The Superintendent or designee may also communicate with the employee's physician regarding the employee's ability to perform the essential requirements of the job with reasonable accommodation and without posing significant health or safety risks to the employee or others.

The Superintendent or designee shall prepare a confidential report which includes his/her recommendation and the medical information upon which it is based. These recommendations shall take into consideration:

1. The nature of the disease and the probability of its being transmitted, including the duration and severity of the risk
2. The physical condition of the employee, including diagnosis, treatment, and prognosis of the condition
3. The actual requirements of the employee's job and the expected type of interaction with others in the school setting

This report shall be forwarded to the Board for confidential review and action.

The job assignment of an employee with a disabling infectious disease shall be reevaluated whenever there is a change in medical knowledge or in the employee's medical regimen or health which might affect his/her assignment.

Confidentiality

The Board and the Superintendent or designee shall ensure that employee rights to confidentiality are strictly observed. The district shall disclose medical record information only to the extent

required or permitted by law. The medical records of any employee with a disabling infectious disease shall be held in strict confidence.

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

17 CCR 2500-2511

2 CCR 7293.5-7294.2

5 CCR 5502-5504

Civ. Code 56-56.37

Ed. Code 44839

Ed. Code 44839.5

Ed. Code 49406

Gov. Code 12900-12996

H&S Code 120975-121023

Description

[Communicable disease reporting requirements](#)

[Discrimination based on disability](#)

Medical certification

[Confidentiality of medical information](#)

Medical certificate; periodic medical examination

Requirements for employment of retirant

Examination for tuberculosis

Fair Employment and Housing Act

Mandated blood testing and confidentiality to protect public health

Federal

29 USC 794

42 USC 12101-12213

Description

Rehabilitation Act of 1973; Section 504

Americans with Disabilities Act

Management Resources

California Department of Public Health
Publication

Court Decision

Court Decision

CSBA Publication

CSBA Publication

EEO Commission Publication

Description

California HIV/AIDS Laws, 2009, January 2010

School Board of Nassau County, Florida v. Arline, (1987) 408 U.S. 273

Chevron USA v. Echazabal, (2002) 536 U.S. 73, 122 S.Ct. 2045

H1N1 Influenza (Swine Flu), Fact Sheet, April 2009

Pandemic Influenza, Fact Sheet, September 2007

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

Website

Website

Website

Website

Website

[CSBA District and County Office of Education Legal Services](#)

[U.S. Department of Health and Human Services](#)

[California School Nurses Organization](#)

[Centers for Disease Control and Prevention](#)

[CSBA](#)

Cross References

Code	Description
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4032	Reasonable Accommodation
4112.4	Health Examinations
4112.4	Health Examinations
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4119.43	Universal Precautions
4119.43	Universal Precautions
4131	Staff Development
4157	Employee Safety
4157	Employee Safety
4161.1	Personal Illness/Injury Leave
4212.4	Health Examinations
4212.4	Health Examinations
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42-E PDF(1)	Exposure Control Plan for Bloodborne Pathogens
4219.43	Universal Precautions
4219.43	Universal Precautions
4231	Staff Development
4257	Employee Safety
4257	Employee Safety
4261.1	Personal Illness/Injury Leave
4312.4	Health Examinations
4312.4	Health Examinations

4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42-E PDF(1)	Exposure Control Plan for Bloodborne Pathogens
4319.43	Universal Precautions
4319.43	Universal Precautions
4331	Staff Development
4357	Employee Safety
4357	Employee Safety
4361.1	Personal Illness/Injury Leave
5112.2	Exclusions From Attendance
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.31	Immunizations
5141.31	Immunizations
5141.6	School Health Services
5141.6	School Health Services
5141.6-E PDF(1)	School Health Services - Student Health And Social Services

Regulation 5112.2: Exclusions From Attendance

Status: ADOPTED

Original Adopted Date: 06/14/2016 | **Last Reviewed Date:** 06/14/2016

The Superintendent or designee shall ensure that each child entering a district school at any grade level adheres to district admission requirements and enrollment procedures.

Mandatory Exclusions

The Superintendent or designee shall not unconditionally admit any student to an elementary or secondary school, preschool, or child care and development program for the first time, nor, after July 1, 2016, admit or advance any student to grade 7 unless the student has been fully immunized in accordance with Health and Safety Code 120335 and BP/AR 5141.31 - Immunizations or is exempted by law.

If a conditionally admitted student has not received required immunizations within 10 days after his/her parent/guardian has been notified of the need to do so, the student shall be excluded until he/she provides written evidence that he/she has received the vaccines due at that time. (Education Code 48216; Health and Safety Code 120335, 120370; 17 CCR 6055)

The Superintendent or designee shall not admit a student who is reasonably suspected of having active tuberculosis. He/she shall be denied admission until the local health officer or licensed medical practitioner informs the district, in writing, that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 121485, 121495, 121505)

The Superintendent or designee shall exclude a student who is infected with any contagious or infectious disease. The student shall be permitted to return to school when a medical provider informs the Superintendent or designee in writing that he/she is satisfied that the contagious or infectious disease no longer exists. (Education Code 49451; 5 CCR 202)

The Superintendent or designee shall exclude a student who resides where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed and who is subject to strict isolation or quarantine of contacts, unless written permission of the health officer is provided. (Health and Safety Code 120230)

Permissive Exclusions

A student may be excluded from attendance at a district school under either of the following circumstances:

1. If there is good cause to believe that the student has been exposed to any disease stated in Health and Safety Code 120335 and his/her documentation of immunization does not show proof of immunization against that disease, the student may be temporarily excluded from the school until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 120335, 120370)
2. If the student has not had the health screening specified in Health and Safety Code 124040 before or within the first 90 days of attending first grade, he/she may be excluded for up to five days unless the parent/guardian has presented a waiver or the district has exempted

the student from this requirement in accordance with law. (Health and Safety Code 124105)

Notifications to Parents/Guardians

The Superintendent or designee may exclude a student without prior notice to the parent/guardian if the student is excluded for any of the following reasons: (Education Code 48213)

1. He/she resides in an area subject to quarantine pursuant to Health and Safety Code 120230.
2. He/she is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to Education Code 49451.
3. The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

However, in such cases, the Superintendent or designee shall send a notice as soon as reasonably possible after the exclusion. (Education Code 48213)

In all other cases, the Superintendent or designee shall send a notice to the student's parent/guardian stating the facts leading to the exclusion, prior to excluding the student from attendance.

Appeals from Exclusion

Upon exclusion of his/her child, a parent/guardian may meet with the Superintendent or designee to discuss the exclusion. If the parent/guardian disagrees with the decision of the Superintendent or designee to exclude his/her child, he/she may appeal the decision to the Board of Trustees.

The parent/guardian shall have an opportunity to inspect all documents upon which the district is basing its decision, to challenge any evidence and question any witness presented by the district, to present oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

Policy Reference Disclaimer:

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State

17 CCR 6000-6075

5 CCR 202

Ed. Code 48210-48216

Ed. Code 49076

Ed. Code 49408

Ed. Code 49451

Description

[School attendance immunization requirements](#)

Exclusion of students with a contagious disease

Persons excluded

Access to records by persons without written consent or under judicial order

Student emergency information

Parent's refusal to consent

H&S Code 120230

H&S Code 120325-120380

H&S Code 121475-121520

H&S Code 124025-124110

Management Resources

CSBA Publication

Website

Website

Website

Website

Website

Exclusion for communicable disease

Immunization against communicable diseases

Tuberculosis tests for students

Child Health and Disability Prevention Program

Description

Recent Legislation on Vaccines: SB 277, Fact Sheet, August 2015

[CSBA District and County Office of Education Legal Services](#)

[California Department of Public Health, Immunization Branch](#)

[California Healthy Kids Resource Center](#)

[Centers for Disease Control and Prevention](#)

[CSBA](#)

Cross References

Code

4119.41

4219.41

4319.41

5111

5111

5111.1

5111.1

5113

5113

5116

5117

5117

5125

5125

5141.22

5141.22

5141.3

5141.3

5141.31

Description

[Employees With Infectious Disease](#)

[Employees With Infectious Disease](#)

[Employees With Infectious Disease](#)

[Admission](#)

[Admission](#)

[District Residency](#)

[District Residency](#)

[Absences And Excuses](#)

[Absences And Excuses](#)

[School Attendance Boundaries](#)

[Interdistrict Attendance](#)

[Interdistrict Attendance](#)

[Student Records](#)

[Student Records](#)

[Infectious Diseases](#)

[Infectious Diseases](#)

[Health Examinations](#)

[Health Examinations](#)

[Immunizations](#)

5141.31	Immunizations
5141.32	Health Screening For School Entry
5145.6	Parent/Guardian Notifications
5145.6-E PDF(1)	Parent/Guardian Notifications
6183	Home And Hospital Instruction

Regulation 5141.22: Infectious Diseases

Status: ADOPTED

Original Adopted Date: 02/20/2007 | **Last Revised Date:** 08/18/2020 | **Last Reviewed Date:** 08/18/2020

Prevention and Mitigation Plan

The Superintendent or designee shall work with state and local health officials to develop and regularly update a plan to prevent and mitigate the spread of infectious diseases. Components of the plan may include, but are not necessarily limited to:

1. A communication strategy for informing students, parents/guardians, staff, and the community about the disease(s), including symptoms, complications, transmission, and current recommendations from state and local departments of public health
2. Protocols for assessing when campus closures are necessary and when campus(es) may reopen
3. Alternative means of instruction, schedules, and attendance, including the provision of instruction to students with disabilities, English learners, and foster or homeless youth, in the event of campus closures or partial closures
4. Guidelines regarding preventative measures such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law
5. Protocols regarding the acquisition and provision of personal protective equipment and other supplies
6. Procedures for the cancellation or alteration of extracurricular activities and field trips
7. Protocols for transportation of students using district vehicles
8. Information on effective hygiene practices
9. Provisions for continuing free and reduced-price meal services
10. Processes for protecting students who are at higher risk from the disease
11. Programs that enhance a positive school climate and foster the emotional well-being of all students
12. Guidelines for cleaning and sanitization of district facilities and equipment
13. Protocols for visitors and outside groups that utilize district facilities
14. Staff training

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

Universal Precautions in the Classroom

Before students work with blood, blood products, or other body fluids, the teacher shall explain the potentially hazardous nature of blood and body fluids in the transmission of various agents from one person to another and the specific procedures and safety precautions to be used in the lesson.

The following precautions shall be used when students are working with blood or other body fluids:

1. Before and after exposure to blood or other body fluids, students shall wash their hands with soap and water and cover any existing cut, wound, or open sore with a sterile dressing.
2. Students shall wear gloves or other personal protective equipment as appropriate.
3. Blood typing or similar experiments may be conducted by teacher demonstrations. When being performed individually, students shall work with their own blood or use prepackaged ABO/Rh blood cell kits that have vials of blood previously tested for transmissible agents.
 - a. For finger punctures, students shall use individual sterile lancets that have engineered sharps injury protection and shall not reuse them.
 - b. Before the finger is punctured, it shall be wiped with a piece of cotton that has been immersed in alcohol.
 - c. If bleeding persists after the finger is punctured, the student shall apply a sterile bandage using moderate pressure.
4. Lancets and any other materials contaminated with blood or body fluids shall be discarded into a solution consisting of one part bleach to 10 parts water (1:10), made fresh daily.
5. At the end of the class, surfaces shall be wiped with alcohol or a solution of one part bleach to 10 parts water.

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State

17 CCR 2500-2511

8 CCR 5193

CA Constitution Article 1, Section 1

Civ. Code 1798-1798.78

Civ. Code 56-56.37

Ed. Code 48210-48216

Ed. Code 49060-49069.7

Ed. Code 49073-49079

Ed. Code 49403

Description

[Communicable disease reporting requirements](#)

Bloodborne pathogens

[Right to Privacy](#)

[Information Practices Act](#)

[Confidentiality of medical information](#)

Persons excluded

Student records

Privacy of student records

Cooperation in control of communicable disease and immunizations

Ed. Code 49405	Smallpox control
Ed. Code 49406	Examination for tuberculosis
Ed. Code 49408	Student emergency information
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 51202	Instruction in personal and public health and safety
H&S Code 120175.5	Local health officers and communicable diseases
H&S Code 120230	Exclusion for communicable disease
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 120875-120895	AIDS information
H&S Code 120975-121023	Mandated blood testing and confidentiality to protect public health
H&S Code 121475-121520	Tuberculosis tests for students

Federal

20 USC 1232g

20 USC 1400-1482

29 USC 794

45 CFR 164.500-164.534

Management Resources

California Department of Education
Publication

Court Decision

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

Website

Website

Website

Website

Website

Cross References

Code

0400

0410

0415

0450

Description

Family Educational Rights and Privacy Act (FERPA) of 1974

Individuals with Disabilities Education Act

Rehabilitation Act of 1973; Section 504

Privacy of individually identifiable health information

Description

Science Safety Handbook for California Public Schools, 2014

Thomas v. Atascadero Unified School District, (1986) 662
F.Supp. 376

School District (K-12) Pandemic Influenza Planning Checklist

[CSBA District and County Office of Education Legal Services](#)

[California Department of Education](#)

[California Department of Public Health](#)

[Centers for Disease Control and Prevention](#)

[CSBA](#)

Description

[Comprehensive Plans](#)

[Nondiscrimination In District Programs And Activities](#)

[Equity](#)

[Comprehensive Safety Plan](#)

0450	<u>Comprehensive Safety Plan</u>
0470	<u>COVID-19 Mitigation Plan</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E PDF(1)	<u>Uniform Complaint Procedures</u>
1312.3-E PDF(2)	<u>Uniform Complaint Procedures</u>
1400	<u>Relations Between Other Governmental Agencies And The Schools</u>
3510	<u>Green School Operations</u>
3514.1	<u>Hazardous Substances</u>
3514.1	<u>Hazardous Substances</u>
3516	<u>Emergencies And Disaster Preparedness Plan</u>
3516	<u>Emergencies And Disaster Preparedness Plan</u>
3540	<u>Transportation</u>
3543	<u>Transportation Safety And Emergencies</u>
4119.23	<u>Unauthorized Release Of Confidential/Privileged Information</u>
4119.41	<u>Employees With Infectious Disease</u>
4119.42	<u>Exposure Control Plan For Bloodborne Pathogens</u>
4119.42	<u>Exposure Control Plan For Bloodborne Pathogens</u>
4119.42-E PDF(1)	<u>Exposure Control Plan For Bloodborne Pathogens</u>
4119.43	<u>Universal Precautions</u>
4119.43	<u>Universal Precautions</u>
4131	<u>Staff Development</u>
4157	<u>Employee Safety</u>
4157	<u>Employee Safety</u>
4219.23	<u>Unauthorized Release Of Confidential/Privileged Information</u>
4219.41	<u>Employees With Infectious Disease</u>
4219.42	<u>Exposure Control Plan for Bloodborne Pathogens</u>
4219.42	<u>Exposure Control Plan for Bloodborne Pathogens</u>
4219.42-E PDF(1)	<u>Exposure Control Plan for Bloodborne Pathogens</u>
4219.43	<u>Universal Precautions</u>
4219.43	<u>Universal Precautions</u>
4231	<u>Staff Development</u>

4257	Employee Safety
4257	Employee Safety
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.41	Employees With Infectious Disease
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42-E PDF(1)	Exposure Control Plan for Bloodborne Pathogens
4319.43	Universal Precautions
4319.43	Universal Precautions
4357	Employee Safety
4357	Employee Safety
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5030	Student Wellness
5030	Student Wellness
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5125	Student Records
5125	Student Records
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry

5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5141.6-E PDF(1)	School Health Services - Student Health And Social Services
5142	Safety
5142	Safety
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148	Child Care And Development
5148	Child Care And Development
6111	School Calendar
6112	School Day
6112	School Day
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
6142.93	Science Instruction
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.6	International Exchange
6145.6	International Exchange
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6153-E PDF(1)	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6163.2	Animals At School

6163.2	<u>Animals At School</u>
6164.2	<u>Guidance/Counseling Services</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6170.1	<u>Transitional Kindergarten</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173-E PDF(1)	<u>Education For Homeless Children</u>
6173-E(1)	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6183	<u>Home And Hospital Instruction</u>



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 _____

Denied _____

Denied _____

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 _____

Own Use Denied

[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 _____

Wellness/Safety Plan Required _____ Referred to Dr. _____ Ref'd Psych Eval _____ Ref'd Med Eval _____ Other _____
 Phoned/Met Parent _____ Crisis Mgt Info _____ Student WellnessTeam _____ Law Enforcement _____ Clinca Sierra Vista _____ KCMental 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.**

BULLYING PREVENTION WEEK ACTIVITIES

OCTOBER 2ND – 6TH

**OCTOBER IS NATIONAL BULLYING PREVENTION MONTH.
BULLYING CAN AFFECT STUDENTS MENTAL HEALTH & WELLBEING
TOGETHER WE CAN HELP PREVENT BULLYING.**

Monday, Oct. 2nd
#WORLD DAY OF BULLYING PREVENTION



Students will sign an anti-bullying pledge and display it in class

Tuesday, Oct 3rd
#TAKE A STAND



Students will identify 5 individuals who they can ask for help to report bullying

Wednesday, Oct 4th
#TOGETHER WE MAKE A DIFFERENCE



Students will write their name and a positive kind word on a leaf for SVs Unity Tree
*turn in to school social workers

Thursday, Oct 5th
#HEAL DON'T HURT



Teachers will complete "A Wrinkled Heart" activity with students to show how words can hurt others

Friday, Oct 6th
#BE THE CHANGE



Students will write down on a shield different ways they can stop bullying

Thank you for your support
-School Social Workers

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-School Social Workers

Cougar Camp

FRIDAY, AUGUST 11, 2023

SIERRA VISTA CAFETERIA



Grade Levels

Time

2nd & 5th

8:20 – 8:50

3rd & 6th

9:10 – 9:40

1st & 4th

9:50 – 10:20

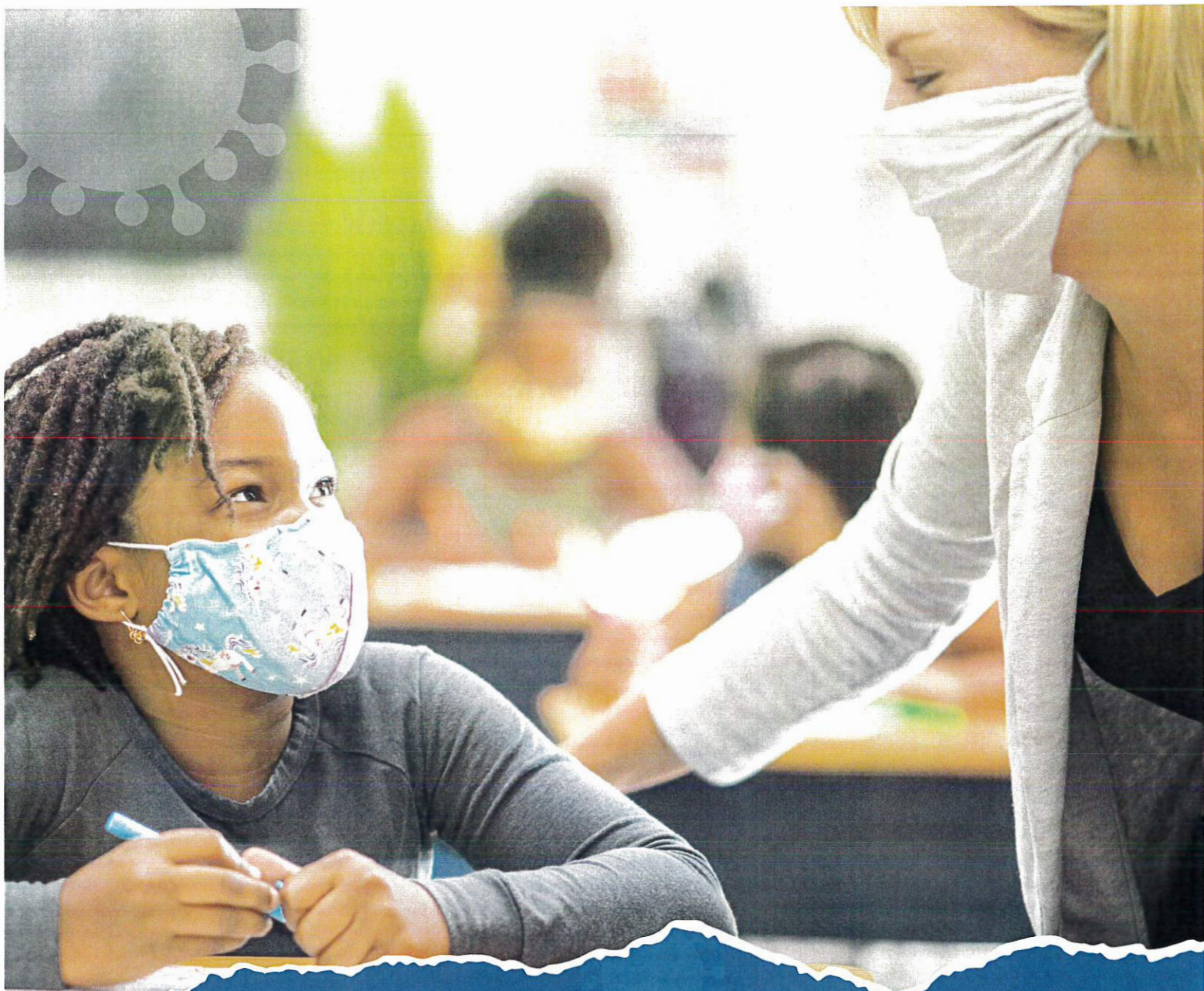
Kinder

1:30 – 2:00

DON'T FORGET YOUR



CAMP



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

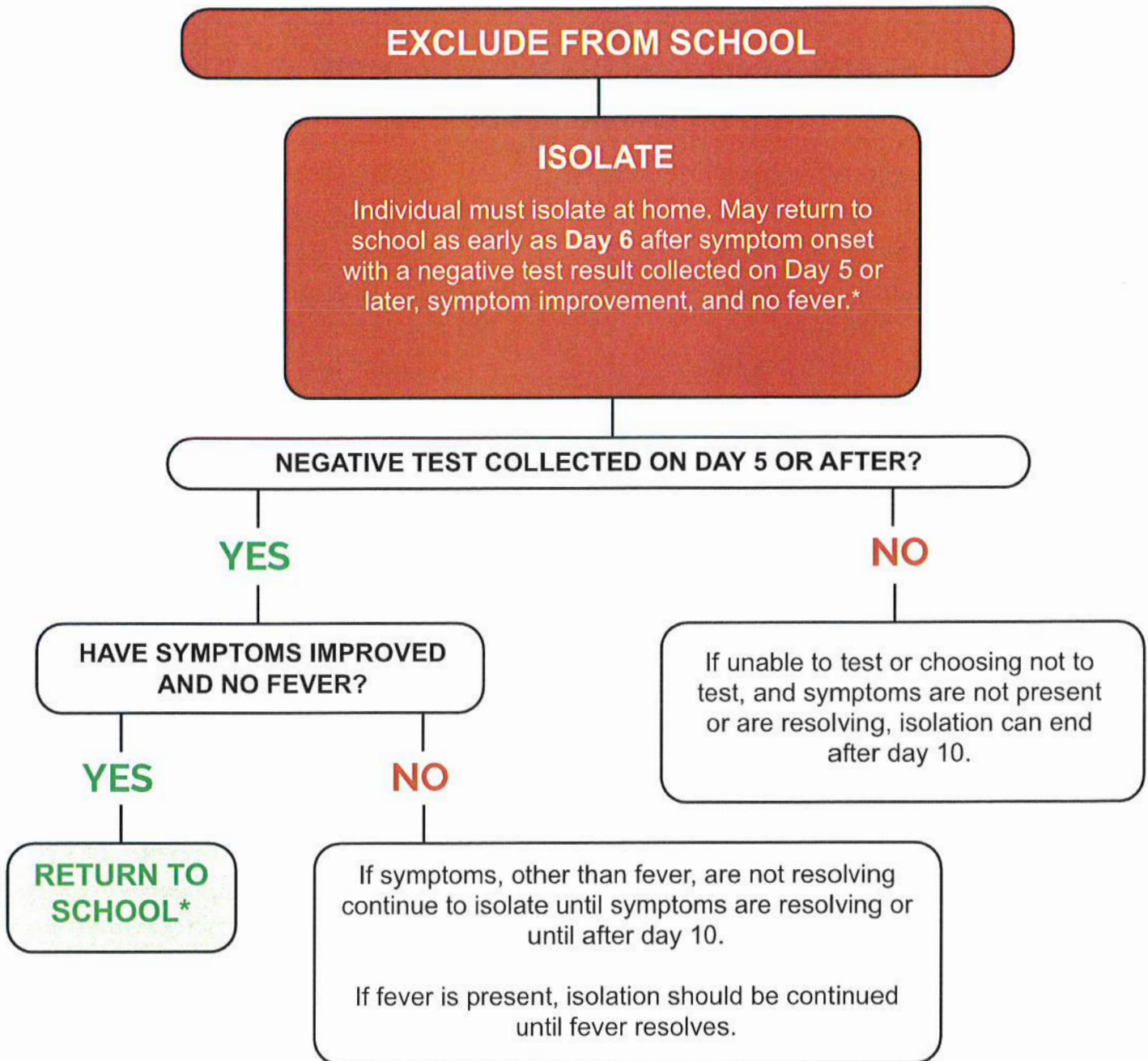
May return to school if at least 24 hours have passed since fever and symptoms have improved significantly.

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**

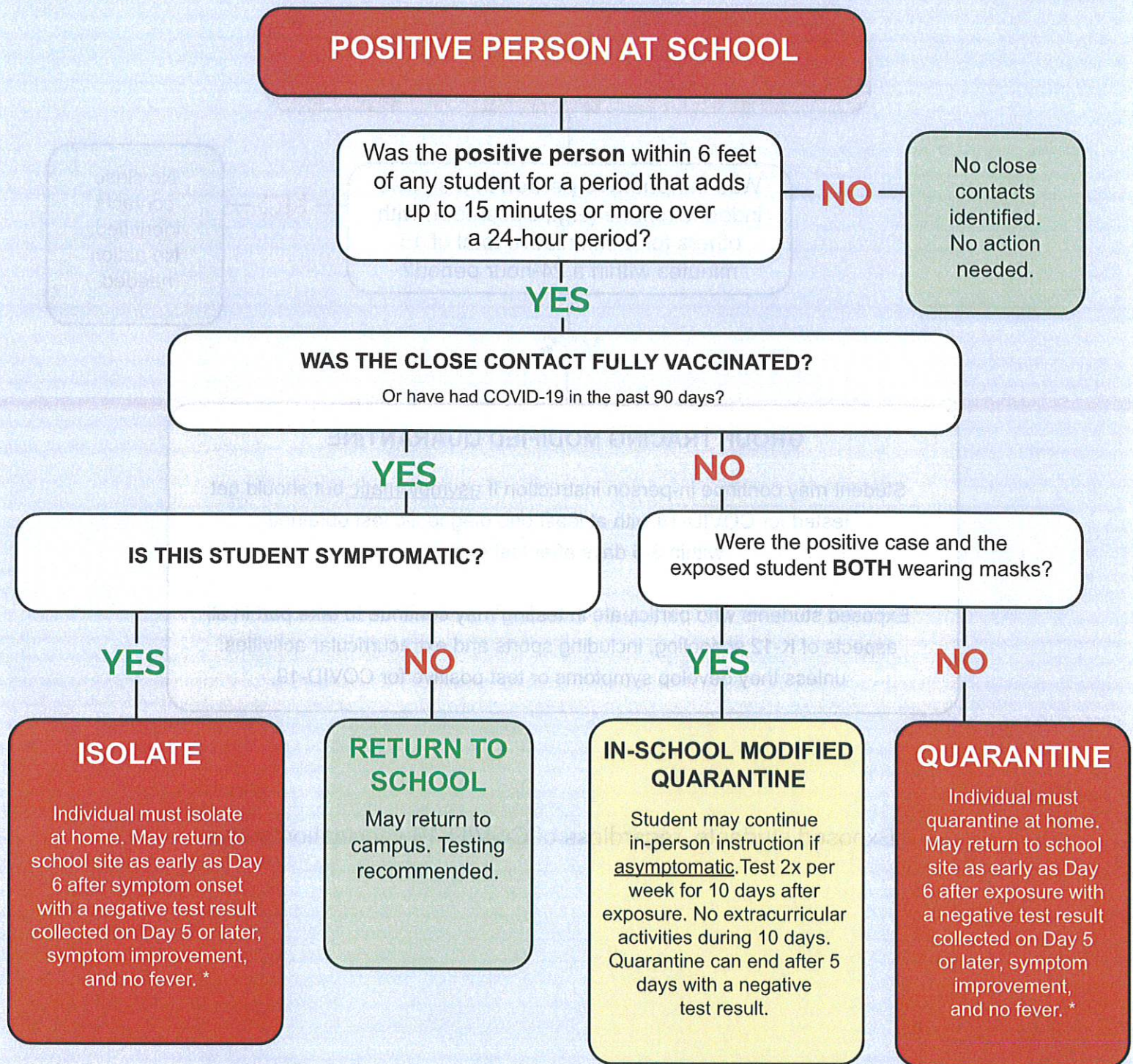
TREE 2: STUDENT OR STAFF WITH A POSITIVE TEST



*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

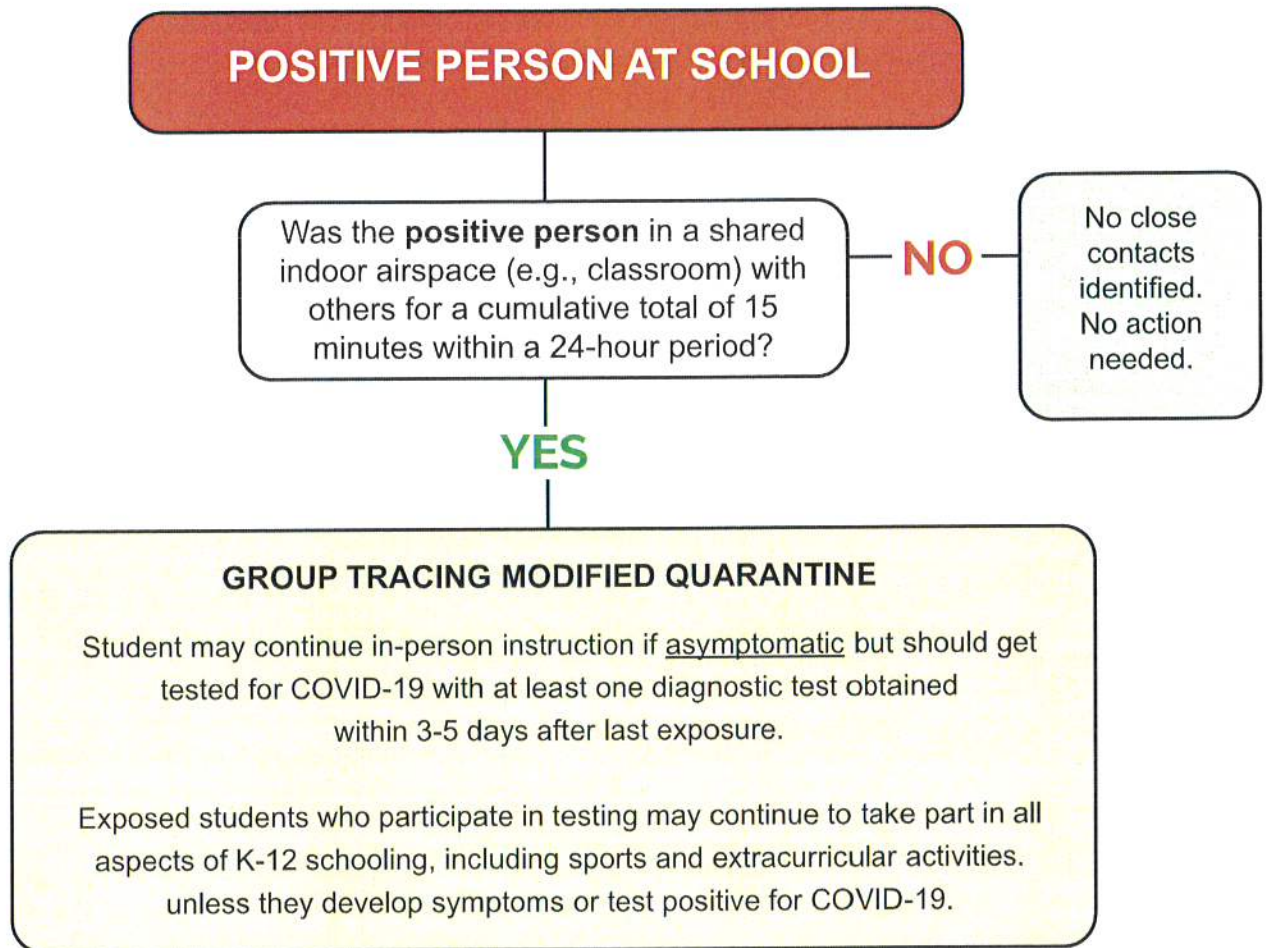
INDIVIDUAL CONTACT TRACING (students only)



*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.

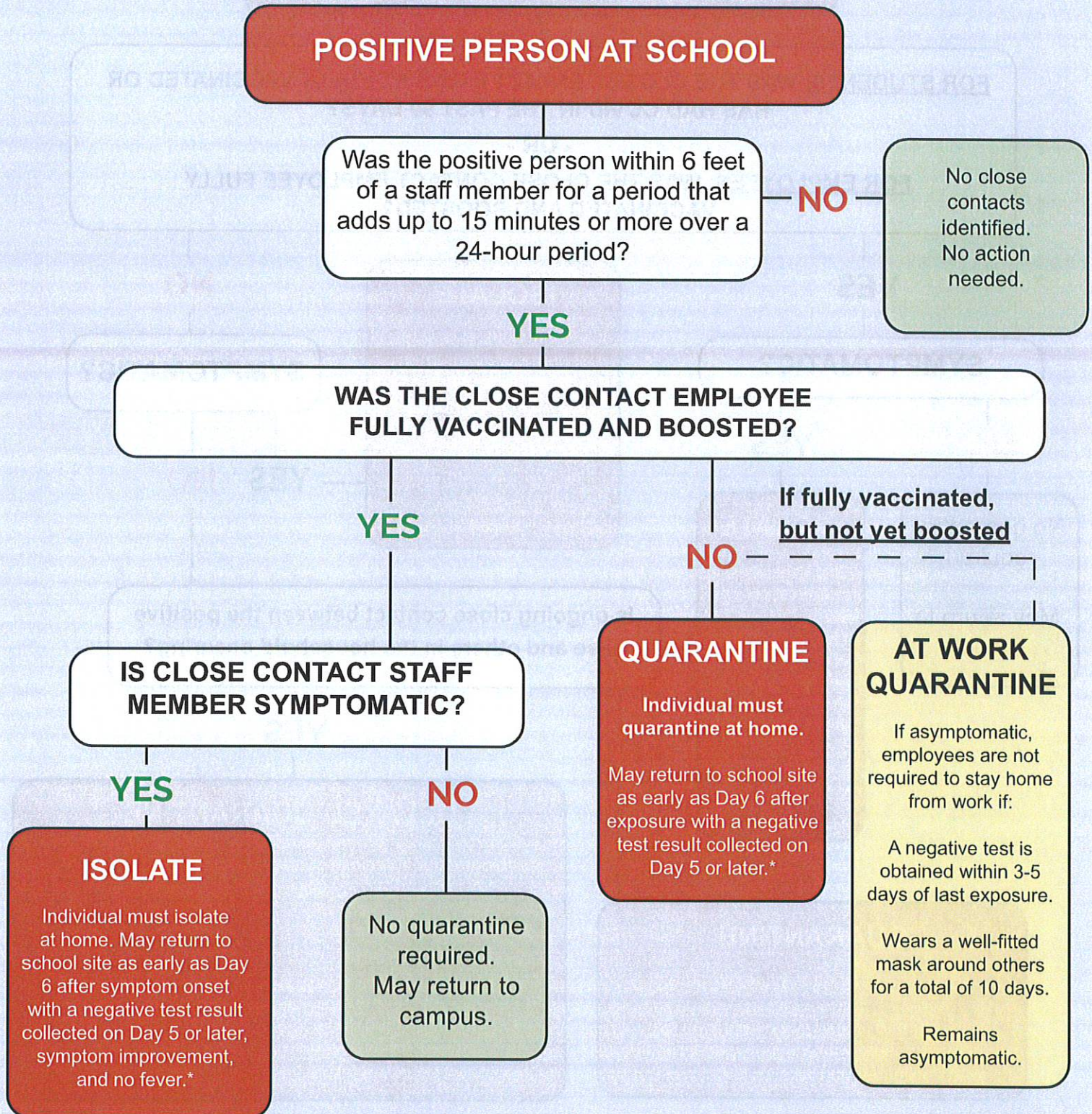
TREE 4: POSITIVE CASE AT SCHOOL

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

EXPOSURE TO COVID CASE WITH SOMEONE YOU LIVE WITH

FOR STUDENTS: WAS THE CLOSE CONTACT STUDENT FULLY VACCINATED OR
HAS HAD COVID IN THE PAST 90 DAYS?

- OR -

FOR EMPLOYEES: WAS THE CLOSE CONTACT EMPLOYEE FULLY
VACCINATED AND BOOSTED?

YES

SYMPTOMATIC?

NO

No quarantine
required.

May return to
school.

YES

ISOLATE

Individual must
isolate at home.
May return to school
site as early as Day
6 after symptom
onset with a
negative test result
collected on Day 5
or later, symptom
improvement,
and no fever.*

ISOLATE

Individual must isolate
at home. May return to
school site as early as
Day 6 after symptom
onset with a negative
test result collected on
Day 5 or later, symptom
improvement,
and no fever.*

NO

SYMPTOMATIC?

YES

NO

**Is ongoing close contact between the positive
case and others in the household occurring?**

NO

QUARANTINE

Individual must quarantine at home.

May return to school site as early as Day
6 after exposure with a negative test result
collected on Day 5 or later.*

YES

DELAYED QUARANTINE

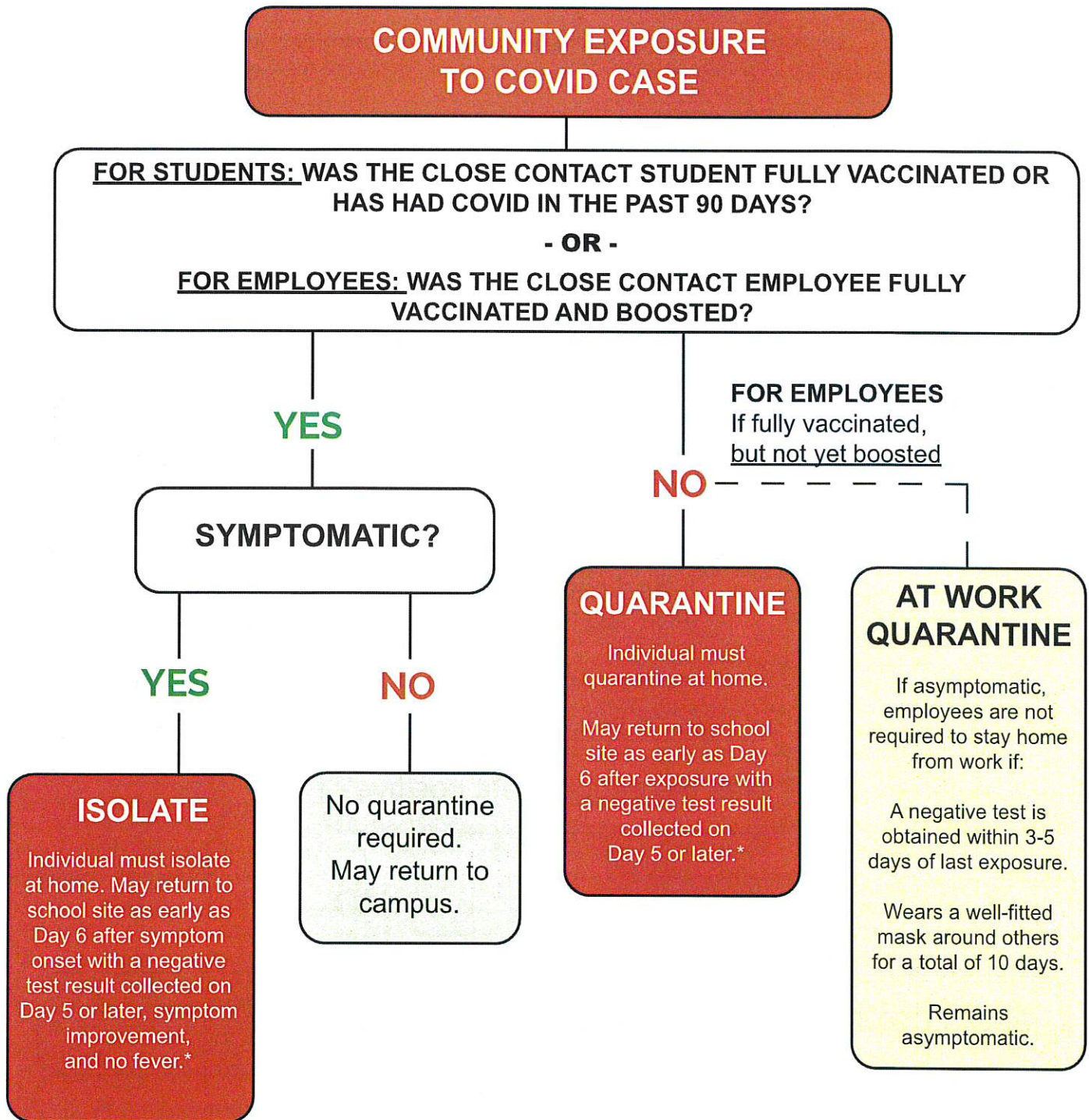
Quarantine the close contact for the duration of the
in-home positive case's isolation.

-THEN-

Individual must quarantine at home for an additional 5 days
minimum. May return to school site as early as Day 6 after
exposure with a negative test result collected
on Day 5 or later.*

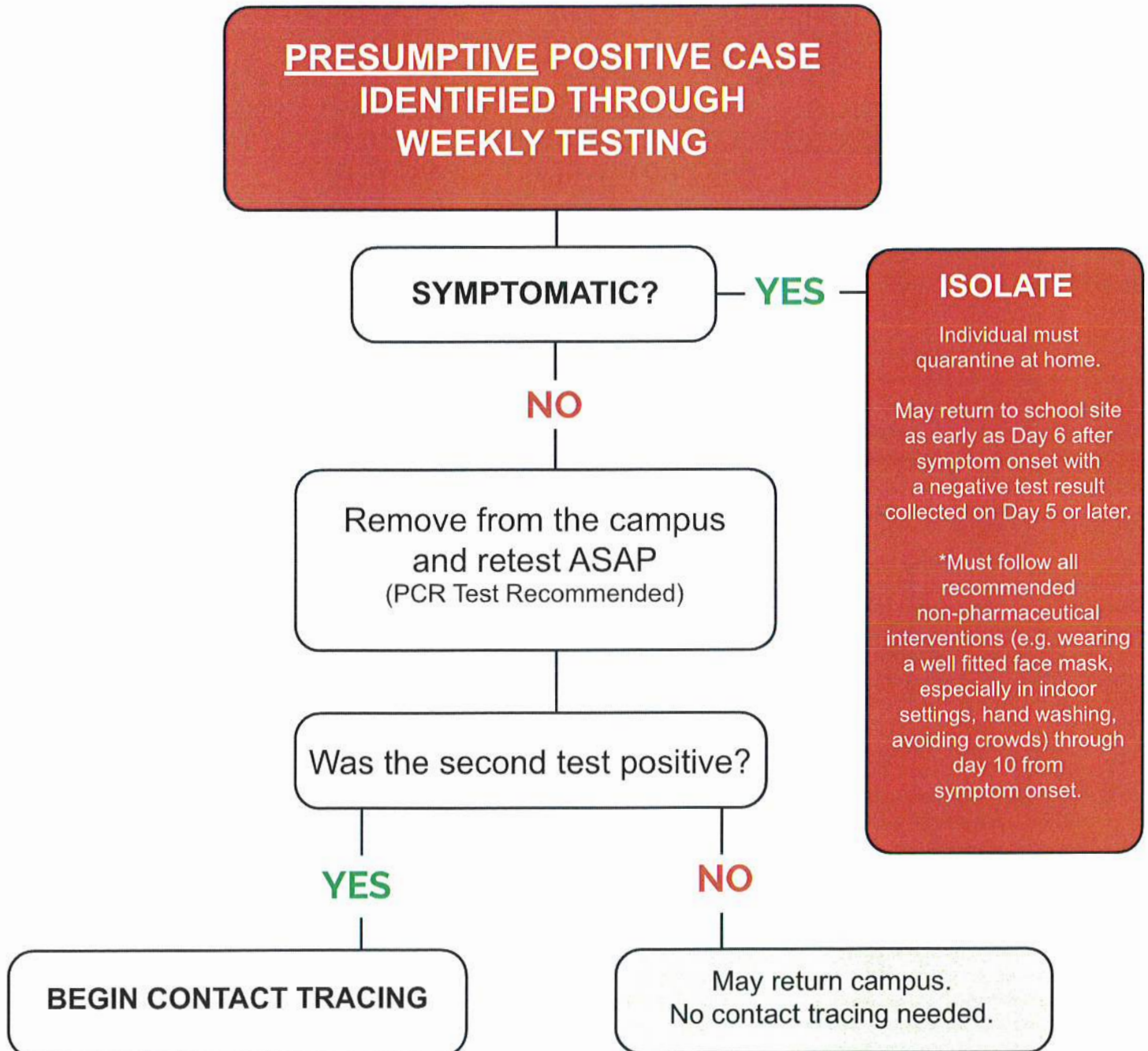
*Must follow all recommended non-pharmaceutical interventions (e.g. wearing a well fitted face mask, especially in indoor settings, hand washing, avoiding crowds) through day 10. If a person chooses not to test, standard quarantine is 10 days returning with no symptoms and standard isolation is 10 days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

TREE 7: IN-COMMUNITY EXPOSURE STUDENT OR EMPLOYEE



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

TREE 8:
PRESUMPTIVE POSITIVE CASE
STUDENT OR EMPLOYEE



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 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

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 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 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 Tablets used in the café (By MOT Staff)
4. Caresour Alcohol Wipes – 75% Alcohol Solution
5. Facilipro Concentrated 34 - Floor Cleaner (for restroom caddy)
6. Facilipro Concentrated 93 – Bathroom Cleaner (for restroom caddy)

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

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

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

Materials to be used include :

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

Hand sanitizing

To implement effective hand sanitizing procedures, we:

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

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

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

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

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

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

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

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

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

Testing of symptomatic employees

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

Investigating and Responding to COVID-19 Cases

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

We also ensure the following is implemented:

The district offers COVID-19 testing at no cost to all employees and especially employees who had a close contact during their working hours through Valencia lab test kits available at work sites including each school site as well as the district office on all days except Friday. Employees may choose to utilize a service covered by insurance outside of district services. Employees who were fully vaccinated before the close contact and do not have symptoms as well as COVID-19 cases who were allowed to return to work per return-to-work criteria. 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

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.

UPDATED GUIDANCE AS OF JANUARY 12, 2022

MASKING

- 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

- 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

- 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

- 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):
 - *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

- 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

- 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)

- 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)

HOWEVER:

- Staff and students without a BOOSTER are not considered fully vaccinated when it comes to COVID-19 exposure and will fall into the unvaccinated protocols and quarantine requirements

Staff are to update COVID vaccination verification each time vaccination status changes (vaccination/booster)

TESTING POSITIVE

REGARDLESS OF VACCINATION STATUS

- 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 worn 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

- 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

- 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

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]

December 1, 2023

Arvin Fire Department Chief
County Fire Department – Station 54
301 Campus Drive
Arvin, CA 93203

Dear Fire Chief:

I am writing to invite you to a meeting about my school's safety plan. Sierra Vista 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:

Sierra Vista Elementary School room D-1

Date: Tuesday, December 12, 2023

Time: 2:20- 3:10 pm

If you would like me to email you the link, please send me a request from the email below. If you are unable to attend and would like to send a representative, please do so. If neither you nor a representative is able to attend, we understand. 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,

A handwritten signature in blue ink that reads "Monique Rodriguez Tucker". The signature is fluid and cursive, with a large initial "M" and a long horizontal stroke at the end.

Monique Rodriguez Tucker, Vice Principal

Telephone Number: (661) 854-6560

mtucker@arvin-do.com

Cc: School Safety plan binder

December 1, 2023

Olivia Trujillo, Mayor
City Hall
200 Campus Drive
Arvin, CA 93203

Dear Mayor Trujillo:

I am writing to invite you to a meeting about my school's safety plan. Sierra Vista 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:

Sierra Vista Elementary School room D-1

Date: Tuesday, December 12, 2023

Time: 2:20- 3:10 pm

If you would like me to email you the link, please send me a request from the email below. If you are unable to attend and would like to send a representative, please do so. If neither you nor a representative is able to attend, we understand. 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,



Monique Rodriguez Tucker, Vice Principal

Telephone Number: (661) 854-6560

mtucker@arvin-do.com

Cc: School Safety plan binder

December 1, 2023

Amalia Ojeda, ATA Representative
Haven Drive Middle School
341 Haven Dr.
Arvin, CA 93203

Dear Mrs. Ojeda:

I am writing to invite you to a meeting about my school's safety plan. Sierra Vista 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:

Sierra Vista Elementary School room D-1

Date: Tuesday, December 12, 2023

Time: 2:20- 3:10 pm

If you would like me to email you the link, please send me a request from the email below. If you are unable to attend and would like to send a representative, please do so. If neither you nor a representative is able to attend, we understand. 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,



Monique Rodriguez Tucker, Vice Principal

Telephone Number: (661) 854-6560

mtucker@arvin-do.com

Cc: School Safety plan binder

December 1, 2023

Sonia Olivo, CSEA Representative
Family Resource Center
341 Haven Dr.
Arvin, CA 93203

Dear Ms. Olivo:

I am writing to invite you to a meeting about my school's safety plan. Sierra Vista 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:

Sierra Vista Elementary School room D-1

Date: Tuesday, December 12, 2023

Time: 2:20- 3:10 pm

If you would like me to email you the link, please send me a request from the email below. If you are unable to attend and would like to send a representative, please do so. If neither you nor a representative is able to attend, we understand. 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,

A handwritten signature in blue ink that reads "Monique Rodriguez Tucker". The signature is fluid and cursive, with the first name "Monique" being the most prominent part.

Monique Rodriguez Tucker, Vice Principal

Telephone Number: (661) 854-6560

mtucker@arvin-do.com

Cc: School Safety plan binder

December 1, 2023

Arvin Police Chief
City Hall
200 Campus Drive
Arvin, CA 93203

Dear APD Chief:

I am writing to invite you to a meeting about my school's safety plan. Sierra Vista 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:

Sierra Vista Elementary School room D-1

Date: Tuesday, December 12, 2023

Time: 2:20- 3:10 pm

If you would like me to email you the link, please send me a request from the email below. If you are unable to attend and would like to send a representative, please do so. If neither you nor a representative is able to attend, we understand. 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,



Monique Rodriguez Tucker, Vice Principal

Telephone Number: (661) 854-6560

mtucker@arvin-do.com

Cc: School Safety plan binder

SIERRA VISTA ELEMENTARY SCHOOL FIRE DRILL/EARTHQUAKE DRILL SCHEDULE



2023 - 2024

August 17, 2023

September 26, 2023

October 19, 2023

November 15, 2023

December 11, 2023

January 30, 2024

February 9, 2024

March 8, 2024

April 12, 2024

May 10, 2024

AED Drill

March 22, 2024

Evacuation Drill To Park

March 1, 2024


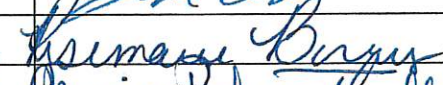
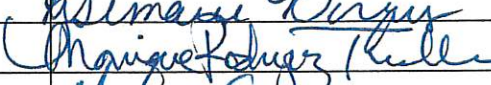
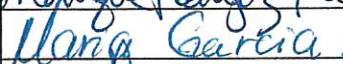
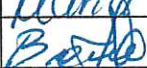


Comprehensive School Safety Plan SB 187 Compliance Document

**2023-24
School Year**

School: Sierra Vista Elementary School
CDS Code: 15-63313-6008833
District: Arvin Union Elementary School District
Address: 300 Franklin Street
Arvin CA, 93203
Date of Adoption: February 20, 2024

Approved by:

Name	Title	Signature	Date
Enrique Avila	President of SSC/Teacher		1/30/24
Rosemarie Borquez	Principal		1/30/2024
Monique Rodriguez Tucker	Vice-Principal		1/30/2024
Maria Garcia	DAC Parent		1/31/24
Brenda Menendez	ELAC Parent		1/30/24

**Sierra Vista Elementary/
Escuela Sierra Vista
Parent Handbook/ Manual Para**

2023 – 2024

Our District Mission Statement:
***Every Child Learning Every Day,
No Matter What It Takes***

Declaración de Nuestra Misión del Distrito:
***Cada Niño Aprendiendo Cada Día,
Sin Importar Lo Que Se Necesite***

**Rigor/Rigor
Relevance/Relevancia
Respectful Relationships/Relaciones Respetuosas**

**Principal/Directora
Rosemarie Borquez**

**Vice Principal/Sub Director
Monique Tucker**

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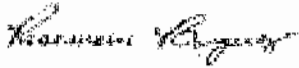
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Dear Sierra Vista Families,

As Sierra Vista Elementary School principal, it is truly my pleasure to extend a warm and heartfelt welcome to you as we begin the 2023-2024 school year. I am honored and excited to serve you and your students as the principal. I feel very lucky to be able to support all families in the Arvin Community. There is a lot of excitement ahead of us, as we continue to implement Common Core Standards district wide. At the elementary level, we will continue to focus academically on the "what" and the "how" using a structure from AVID Elementary to prepare all students for college readiness leading toward their future and overall success in a global society. The acronym AVID, stands for Advancement via Individual Determination. Sierra Vista will be focusing on increasing our rigor with much effort on critical thinking, analytical reading and collaborative conversations. A typical day in our classrooms will include note taking, engaged student learning and desired learning outcomes. We will provide *tools* (binders, planners, folders) for your child to have a successful school year.

In addition to our ability to teach children what they need to learn, it is a parent's **enthusiasm, support and involvement** that inspire children to do their best. With this in mind and to help us meet our goals and promote learning at new levels, I encourage you to **frequently communicate** with your child's teacher throughout the school year and I invite you to become **actively involved** with activities and events at Sierra Vista throughout the school year. I am committed to working in **collaboration** with you. If you have questions or concerns that arise at any time, please do not hesitate to give your child's teacher or me a call. I look forward to having a long and rewarding relationship with you and your family. Together we can achieve evidence learning!

Sincerely,



Rosemarie Borquez, M.Ed.
Sierra Vista Elementary, Principal

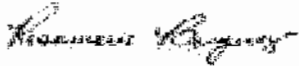
Estimadas Familias,

Como la nueva directora de la escuela primaria Sierra Vista, es verdaderamente un placer extenderle una bienvenida cálida y sincera al comenzar el año 2023-2024. En primer lugar, la escuela Sierra Vista es un lugar verdaderamente especial. También asistí a Sierra Vista como maestra de primaria y estoy honrada y emocionada para servir a usted y sus estudiantes como directora. Me siento muy afortunada de poder apoyar a todas las familias de la comunidad de Arvin! Hay mucha emoción delante de nosotros, como contar implementar el nuevo distrito de normas fundamentales comunes por todo el distrito. En el nivel elemental, nos centraremos académicamente en el "qué" y el "cómo" utilizando una estructura de AVID primaria para preparar todos los estudiantes para la preparación universitaria hacia su éxito futuro y en general en una sociedad global. El acrónimo de AVID, es Avance vía Determinación Individual. Sierra Vista se centrará en aumentar nuestro rigor con mucho esfuerzo en lectura y niveles de cuestionamiento. Un día típico en nuestras aulas incluye el uso de un planificador diario, organizado con *Herramientas* como un cuaderno o una carpeta y tomando notas. Ofrecemos estas *Herramientas* (aglutinantes, planificadores, carpetas) para su hijo y la *herramienta* reciben variará dependiendo de su nivel de grado.

Además de nuestra capacidad para enseñar a los niños lo que necesitan para aprender, **es entusiasmo de los padres, el apoyo y la participación** que **inspiran a los niños a hacer su mejor esfuerzo**. Con esto en mente y para ayudarnos a alcanzar nuestras metas y promover el aprendizaje en nuevos niveles, los invito a **comunicarse con frecuencia con el maestro/a** de su hijo/a durante el año escolar y los invito a que **participen activamente** con las actividades y eventos en Sierra Vista durante el año escolar.

Me comprometo a trabajar en **colaboración** con usted. Si usted tiene preguntas o preocupaciones que surgen en cualquier momento, por favor no dude en llamar al maestro/a de su hijo/a o llámame. Estoy deseando tener una relación larga y gratificante con usted y su familia. Juntos podemos lograr cosas maravillosas!

Atentamente,



Rosemarie Borquez, M.Ed.
Directora, Escuela Sierra Vista

SCHOOL ENTRY

Sierra Vista does not provide student supervision until 7:30 a.m. Please have students enter through the front gate. Side gates are for bus traffic only.

ARRIVING LATE TO SCHOOL / STUDENT ABSENCES

Arriving on time and on a daily basis is an essential part of the learning process. Excessive tardiness or absence prevents a student from receiving the necessary beginning instruction to start their classroom day. New concepts are introduced every day, and many times, concepts build upon each other. It also causes a disruption of the educational process for the other students in the class when the teacher has to stop and go over what is expected of the late or absent student.

California Education Code 48260 states that if a student is tardy in excess of 30 minutes for more than three days, or has more than three unexcused absences in one school year, the student is declared truant and shall be reported to the proper authorities.

If your child must be absent from school, it is important to notify the school office as soon as possible that your child will be out, and the reason for the absence. This may be accomplished by calling the school office by telephone **(661) 854-6561**, or by sending a written notice upon your child's return. The school office must call your home if we do not receive a response from the parent, as all absences must be verified and of record.

Please remind your child the importance of attending school each day to learn and the importance of coming to school on time. Attendance is a strong indicator in the educational success of a child.

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

ENTRADA DE LA ESCUELA

Sierra Vista no proporciona supervisión de estudiante hasta las 7:30 a.m. Por favor los estudiantes deben de entrar por la puerta delantera. Puertas de al lado son solo para el tráfico de autobuses.

LLEGAR TARDE A LA ESCUELA / AUSENCIAS DE ESTUDIANTES

Llegar a tiempo y a diario es una parte esencial del proceso de aprendizaje. Tardanzas excesivas o ausencias impide que un estudiante reciba la instrucción de principios necesarios para iniciar su día de salón. Nuevos conceptos se introducen cada día, y muchas veces, conceptos se aprovechan mutuamente. También causa una interrupción del proceso educativo de los otros alumnos de la clase cuando el profesor tiene que detenerse y volver sobre lo que se espera de la tardanza o ausencia de estudiante.

Código de educación de California 48260 establece que si un estudiante llega tarde en más de 30 minutos durante más de tres días, o tiene más de tres ausencias injustificadas en un año de la escolar, el estudiante es declarado truant y se informará a las autoridades correspondientes.

Si su hijo debe estar ausente de la escuela, es importante notificar a la oficina de escuela tan pronto como sea posible su hijo estará ausente y el motivo de la ausencia. Esto puede lograrse mediante una llamada a la oficina de la escuela por teléfono **(661) 854-6561**, o mediante el envío de una notificación por escrito al regreso de su hijo. La oficina de la escuela debe llamar a su casa si no recibimos una respuesta del padre, como deben ser verificadas todas las ausencias y de registro.

Por favor de recordar a su hijo la importancia de asistir a la escuela cada día para aprender y la importancia de llegar a la escuela a tiempo. La asistencia es un fuerte indicador en el éxito de la educación de un niño/a. **"Every Student Learning Every Day, No Matter What It Takes!"**

Parent/Teacher Association

PTA meetings this year will be held four times this year. The dates will be determined by the PTA Executive Board. Ample time for notification of dates will be given to the charter members and public.

Asociacion de Padres/Maestros

Las juntas de PTA seran cuatro veces este año. Las fechas seran determinadas por la Mesa Ejecutiva del PTA. Tiempo amplio de notificación será dado a cada miembro fundador y al publico.

SSC/ELAC Meetings

The dates for School Site Council (SSC meetings) and English Language Advisory Committee (ELAC meetings) this year will be determined and ample notification of dates will be given to the members and public. We anticipate meeting approximately six times this school year.

SSC meetings to be held at 2:30 p.m. (Session TBD)

ELAC meetings to be held at 8:00 a.m. (Session TBD)

Juntas de SSC/ELAC

Las fechas del Concilio Consejo Escolar (SSC) y del Comite Advisory de Lenguaje de Inglés (juntas de ELAC) este año, seran determinadas e una amplia notificación de las fechas se dará a los miembros y al público en general. Nosotros anticipamos tener reuniones aproximadamente seis veces este año escolar.

Las reuniones de SSC serán a las 2:30 p.m. (ubicación por determinar) Las

reuniones de ELAC serán a la 8:00 a.m. (ubicación por determinar)

Sierra Vista Elementary School

STUDENT REWARDS AND INCENTIVE

PBIS POINTS

All teachers and staff members will receive cougar cash tickets to hand out to students exhibiting positive behaviors. The winners will receive various rewards and/or lunch with the Principal and/or Vice Principal at a scheduled date and time. This incentive can be earned by students for making GOOD CHOICES such as:

- Picking up trash voluntarily as part of campus beautification
- Taking Turns at the drinking fountain
- Entering or exiting all rooms or cafeteria quietly and orderly
- Behaving on the playground
- Following school/classroom rules
- Completing class work/homework and completing it on time
- Listening to the teacher and following directions
- Exhibiting Boys Town strategies, courtesy words, displaying positive character traits • Showing academic effort and/or achievement

Academic All Stars

Students can earn the honor of being selected on the Sierra Vista Principal's List by achieving academic success. Students who score Benchmark or Challenge (green or purple) will be candidates for this award. Every trimester, one student will be selected by the classroom teacher for this award and will receive an academic all star shirt (one per year). Students achieving academic success in all trimesters will be recognized at the end of year assemblies as selected by the classroom teacher.

- One time selection- **Academic All-Star Shirt**

Proficient or Advanced Award in ELA and/or Math

Students who score on levels of proficiency gains on the trimester benchmark can earn the honor of Proficient or Advanced in ELA and/or Math each trimester award.

Excellent Attendance

Excellent attendance is a reward system in place to recognize students who arrive to school on time prepared and ready to learn.

- No absences during the period of each month.
- Students must not have left school for any reason.
- No tardies past the time attendance folders have been completed and turned in to the office.
- Students with perfect attendance will receive an attendance certificate in the classroom by the teacher. Starts over each month, as prescribed above.

PBIS Award

Students will be chosen by their classroom teachers to acknowledge those students displaying positive behaviors and implement strategies to increase a positive learning environment, positive character traits, making good choices, etc.

PBIS POINTS

Todos los profesores recibirán 2 entradas CBG para cada evento de almuerzo CBG. Los ganadores recibirán almuerzo CBG con la directora y sub-directora en una fecha y hora. Este incentivo puede ser obtenido por los estudiantes por tomar buenas decisiones tales como:

- recoger basura voluntariamente como parte de embellecimiento del campo
 - tomar turnos en la fuente de tomar agua
 - entrar o salir de todos los salones o de la cafetería tranquila y silenciosamente
 - comportarse en el patio de recreo
 - siguiendo las reglas de la escuela/salón
 - completar el trabajo de la clase/tarea y completarlo a tiempo
 - escuchando al profesor y siguiendo las instrucciones
 - exhibiendo estrategias Boys Town, palabras de cortesía, mostrar rasgos de carácter positivo •
- mostrando esfuerzo académico y logro

Académico todas las estrellas

Los estudiantes pueden ganar el honor de ser seleccionados en la lista de la directora de Sierra Vista por lograr el éxito académico. Los estudiantes que sobresalieron en los exámenes Benchmark o Challenge (verde o morado) serán candidatos a este premio. Cada trimestre, un estudiante será seleccionado por el profesor del salón para este premio y recibirá una camiseta académica de All-Star (una por año). Estudiantes que logren éxito académico en todos los trimestres se reconocerán al final de las Asambleas del año, seleccionados por el profesor del salón.

- Una selección solamente - **Camiseta Académica de All-Star**

Premio por ser Proficiente o Avanzado en ELA y / o Matemáticas

Los estudiantes que obtengan puntaje en los niveles de progreso en exámenes del trimestre pueden obtener el honor de Proficiente o Avanzado en ELA y / o Matemáticas cada trimestre.

Asistencia Excelente

Asistencia excelente es un sistema de recompensa para reconocer a los estudiantes que llegan a la escuela a tiempo preparados y listos para aprender.

- No ausencias durante el periodo de cada mes.
- Estudiantes no deben de tener ninguna razón para haberse ido de la escuela
- No tardanzas pasado el tiempo que los folders de asistencia hayan sido completados y entregados a la oficina
- Estudiantes con asistencia perfecta recibirán un certificado en la clase por su maestro.

Empieza de nuevo cada mes, como escrito arriba.

Premio de Apoyo e Intervención al Comportamiento Positivo

Los estudiantes de premio de ciudadanía será elegidos por sus profesores para reconocer esos estudiantes mostrando estrategias "Buena Referencias", rasgos de carácter positivo, tomando buenas decisiones, etc..

REGULAR DAY SCHEDULE / HORARIO REGULAR

8:00 a.m. – 2:12 p.m.

MINIMUM DAY SCHEDULES / HORARIO PARA DIAS MINIMOS

8:00 a.m. – 12:10 p.m.

September 26th, 27th, 28th and /26, 27, 28, de septiembre

November/noviembre 17

December/diciembre 15

January 23rd, 24th, 25th and 23, 24, 25, de enero

March 22nd, 22 de Marzo

May 3rd, 3 de mayo

May 28th, 29th, 30th and 28, 29, 30, de mayo

HORARIO DE NEBLINA/ FOG DELAY SCHEDULE

9:55 a.m. – 2:12 p.m.

EARLY RELEASE DAYS / DIAS DE SALIDA TEMPRANO

8:00 a.m. – 1:00 p.m.

HOLIDAYS-BREAKS/días festivos (classes not in session/no hay clases en sesión)

September/septiembre 4

November/noviembre 10, 20, 21, 22, 23, 24

Winter Recess/ Vacaciones de Invierno: December/diciembre 18 - January/enero 5

January/enero 15

February/febrero 12, 19

Spring Break/ Vacaciones de Primavera: March 25, 26, 27, 28, 29/marzo 25, 26, 27, 28, 29

April 1/abril 1

May/mayo 27

LAST DAY OF SCHOOL FOR STUDENTS / ÚLTIMO DÍA DE CLASES PARA ESTUDIANTES

May/mayo 30

Sierra Vista School

Perfect Attendance Guidelines

In order to clarify what will determine Perfect Attendance, the following rules will apply when teachers are acknowledging perfect attendance in the classrooms:

- 1.No absences during the Trimester.
- 2.Students must not have left school for any reason.
- 3.A student is deemed tardy after the bell rings at 8:00 a.m.
- 4.Trimester attendance certificates will be awarded to students in Trimester Awards Assemblies.
- 5.Daily class attendance flags are representative of classes with 100% attendance.
- 6.**Parents must notify Sierra Vista of all absents 661-854-6561** *Perfect

*attendance starts over each trimester following guidelines above**

Escuela Sierra Vista

Guía de Asistencia Perfecta Mensual

En orden de aclarar lo que determina Asistencia Perfecta cada mes, las siguientes reglas serán aplicadas:

1. No ausencias durante el mes.
2. Los estudiantes no deben salirse de la escuela.
3. El estudiante será marcado tarde después de la campana a las 8:00 a.m.
4. Los estudiantes con asistencia perfecta durante medio año escolar recibirán un certificado al fin del mes en el salón con la maestra.
5. Las clases con la 100% de asistencia en el salón representaran la asistencia con mostrar la bandera.
6. **Padres deben de notificar a la escuela Sierra Vista todas las ausencias 661-854-6561**

La asistencia empieza de nuevo cada mes, como es señalado arriba

SIERRA VISTA POSITIVE APPROACH TO DISCIPLINE

Dear Sierra Vista Parents,

Sierra Vista believes in the success of the "whole" student (i.e. academic, behavioral, emotional, and social). When students are given clear and fair expectations, students will need to understand the expectations given and rise to the standards expected. When students choose to make good choices, the boys and girls are given rewards such as specific verbal praise, classroom rewards and beginning this year, "PBIS points" to use toward prizes and special events. However, when students make poor choices,

positive reinforcement strategies are in place to support students on modifying their behavior.

It is the expectation at Sierra Vista that students come to school ready to learn. Enclosed is our school discipline policy. Embedded within the policy are interventions that will help the students re-focus their behavior and help navigate them in the right direction. We are here to help our students with situations such as anger management, bullying, and conflict resolution management. Our Student Study Team consists of teachers working collaboratively to help students with academic and behavioral needs. Behavior Contracts between staff members and students are created to ensure that proper behavior is exemplified and rewards are given to acknowledge the proper behavior. **When the proper behavior is demonstrated, learning takes place!**

Please take time to review the document with your child. If you have any questions or concerns, please feel free to contact the school at 854-6561. Our doors are always open.

We wish all of our students at Sierra Vista a great year of learning and discovery!

Respectfully,

Rosemarie Borquez Monique Tucker Principal Vice Principal

SIERRA VISTA - ENFOQUE POSITIVO DE DISCIPLINA

Estimados Padres,

La Escuela Sier

ra Vista cree en el éxito del estudiante "entero" (es decir. académico, comportamiento, emocional, y social). Cuando se les da a los estudiantes las reglas claramente y justas, y cuando estas reglas son constantes, los estudiantes entenderán las expectativas dadas y se levantarán al estándar esperado. Cuando los estudiantes eligen hacer buenas opciones, les dan a los niños y niñas recompensas tales como alabanza verbal específica, recompensas de la sala de clase y empezando este año, "PBIS points" a utilizar para conseguir premios y eventos especiales. Sin embargo, cuando los estudiantes hacen opciones negativas, las consecuencias negativas siguen.

La expectativa de la Escuela Sierra Vista es que vengan los estudiantes listos aprender. Incluimos nuestra póliza de disciplina de la escuela. Se encuentran dentro de la póliza intervenciones que ayudarán a reenfocar a los estudiantes su comportamiento y ayudarán a navegar en la dirección correcta. Estamos aquí para ayudar a nuestros estudiantes con situaciones tales como manejo de emociones agresivas, intimidación y resolución del conflicto. Nuestro Equipo de Estudio del Estudiante consiste en los profesores que trabajan en colaboración para ayudar a estudiantes con necesidades académicas y del comportamiento. Los contratos del comportamiento entre los miembros del personal y los estudiantes se crean para asegurarse de que el comportamiento apropiado está ejemplificado y las recompensas están dadas para reconocer el comportamiento apropiado. Éstos son algunas de nuestras intervenciones en el lugar para animar a nuestros estudiantes que tengan éxito en la Escuela Sierra Vista. **¡Cuando se demuestra el comportamiento apropiado, el aprendizaje ocurre!**

Por favor tome el tiempo para repasar el documento con su niño/a. Si usted tiene alguna pregunta o inquietud, por favor siéntase libre de contactar a la escuela al 854-6560. Nuestras puertas están siempre abiertas.

¡Deseamos a todos nuestros estudiantes en la Escuela Sierra Vista un gran año de aprendizaje y de descubrimiento!

Respetuosamente,

Rosemarie Borquez Thomas York Directora Sub-Director

Tier 1 – Classroom Management - Items to be handled in the classroom

Excessive Talking	Tardy	Cheating
Toys	Gum	Uncooperative
Noisy	No homework	Out of seat
Dress Code Violation	Running	Note Passing
Not following directions	Unprepared for class	Teasing
Littering	Forging a Parent Signature	Classroom Performance

Tier 1 items require documentation of actions and parent contacts by teacher. Following the steps below will ensure that parents are notified, documentation begins, and expectations are clear, consistent, and fair.

- Verbal Warning
- Teacher/Student Discussion – implementation of classroom consequences
 - Restorative Session - Parent Notification
 - Parent Conference
- Referral to office for continued defiance or disregard for rules - must show documentation of parent contacts which have been tracked through the PBIS Rewards system.

Tier 2 –Referral for Intervention - notification to office of need for intervention (Major Referral)

Habitual Profanity	Theft	Obscene Act/Materials
Possessing Stolen Property	Bullying	Security System Tamper
Fighting/Provoking a Fight	Defiance / Disrespect	Threatening
Vandalism	Inappropriate use of Internet	Truancy
Sexual Harassment	Extortion	Dangerous Items
Harassment	Intimidation	Gang related behavior

Office visits from these categories are documented into the Aeries tracking system.

- 1st office visit – Major Referral - Parent Contact/Consequence /Possible Suspension or Alternative Learning Academy (ALA) recommendation
- 2nd office visit – Major Referral - Parent Contact/ Consequence/Possible Suspension or ALA recommendation
- 3rd office visit – Major Referral - Parent Conference / Consequence /Behavior Contract/ Possible Suspension or ALA recommendation
- 4th office visit – Major Referral - Parent Conference / Suspension or ALA recommendation
- 4+ office visit– Major Referral - Possible Interventions or Referrals/Parent Conference/Suspension or ALA recommendation
- A student support team meeting may be scheduled to provide targeted support at any time.
- Multiple suspensions warrant a Parent Conference. 20 days of suspension begins the expulsion process.

Tier 3 –Severe Offenses - Immediate notification to School Administrator or Designee (Major Referral)

Weapons / Firearm / Explosives	Sexual Assault	Dangerous Objects
Drugs / Alcohol Possession or Under the Influence	Robbery	Assault of Staff member
Arson	Use/possession of drug paraphernalia	Hate crime

Office visits from these categories are documented into the Aeries tracking system.

- Automatic Suspension and/or Alternative Learning Academy Recommendation
 - Possible recommendation for expulsion

Loss of Privilege

Students will lose the privileges to participate in the following: Field Trips, Parties, After School Activities, and Extra-curricular school activities while suspended or participating in the Alternative Learning Academy.

Niveles de enfoque de intervención en la disciplina

Nivel 1 – Organización en el Salón - Artículos que se manejan en el salón

Hablando Excesivamente	Tarde	Copiando
Juguetes	Chicle	No está cooperando
Ruidoso	No Tarea	No está en su asiento
Violación del Código de Vestido	Correr	Pasando notas en clase
No Sigue Instrucciones	No está preparado para clase	Burlarse de otros
Tirando Basura	Falsificar la firma de los padres	

Los artículos de Nivel 1 requieren la documentación de las acciones y los contactos de los padres por parte del maestro. Los siguientes pasos se asegurará que los padres son notificados, documentación empieza, y las expectativas son claras, consistente, y justas.

- Aviso Verbal
- Discusión con Maestro/Estudiante – aplicación de las consecuencias del salón
- Sesión restaurativa - Notificar a los Padres
- Conferencia con los Padres
- Referencia a la oficina si continúa desafiando o si no toma en cuenta las reglas escolares - debe mostrar documentación en el sistema de PBIS Rewards que el maestro ha contactado a los padres.

Nivel 2 –Referencia para Intervención - Notificación a la Oficina de la necesidad de intervención (Referencia Principal)

Palabras Profanas	Robo	Acto/Material Obsceno
En posesión de Propiedad Robada	El Acoso Estudiantil	Alterar el Sistema de Seguridad
Pelea/Provocar una Pelea	Desafío / Falta el respeto	Amenazar
Vandalismo	Uso inadecuado de Internet	Ausencias sin justificación
Acoso Sexual	Extorsión	Artículos Peligrosos
Acoso	Intimidación	Conducta Relacionado con una Pandilla

Visitas a la oficina de estas categorías serán documentadas en el sistema de Aeries.

- 1^{ra} visita a la oficina – Referencia Importante /Contactar a los Padres/ Consecuencia / Posible Suspensión o Recomendación para la Academia Alternativa de Aprendizaje (ALA)
- 2^{da} visita a la oficina – Contactar a los Padres/ Consecuencia/ Posible Suspensión o Recomendación para ALA
- 3^{ra} visita a la oficina - Conferencia con los Padres / Consecuencia /Contrato de Comportamiento/ Posible Suspensión o Recomendación para ALA
- 4^{ta} visita a la oficina – Conferencia con los Padres / Suspensión o Recomendación para ALA
- + 4 visita a la oficina - Posible Intervención o Referencias/Conferencia con los Padres/Suspensión o Recomendación para ALA
- Se puede programar una reunión del equipo de apoyo estudiantil para brindar apoyo específico en cualquier momento
- Suspensiones múltiples garantiza una Conferencia de Padres. 20 días de suspensión empieza el proceso de expulsión.

Nivel 3 –Ofensas Severas - Notificación inmediata al administrador de la escuela o personal designado por la directora (Referencia Principal)

Armas/ Armas de Fuego / Explosivos	Ataque Sexual	Objetos Peligrosos
Drogas / Posesión de Alcohol o Abajo la Influencia	Robo con amenaza	Asalto de un miembro del Personal
Incendio	Uso/posesión de parafernalia de drogas	Crimen de Odio

Visitas a la oficina de estas categorías serán documentadas en el sistema de Aeries.

- Suspensión automática y/o recomendación para ALA.
- Posible recomendación de expulsión

Perdida de privilegios

Los estudiantes perderán los privilegios para participar en lo siguiente: excursiones, fiestas, actividades extracurriculares y actividades escolares extracurriculares mientras estén suspendidos o participen en la Academia Alternativa de aprendizaje.

EXPULSION

Expulsion from the school district is considered the last resort when all other disciplinary methods have failed. Students who have accumulated 20 days of home-suspensions for repeated improper conduct or have committed one of the major offensives will receive a recommendation by the administration to go before a hearing panel (appointed by the district) for a hearing. Below are reasons for that may result in a recommendation of an automatic expulsion, even if the student has not accumulated 20 days of suspensions:

1. Possess a firearm or other dangerous object
2. Possess a knife or Brandishing a knife at another person
3. Unlawful possession of a controlled substance or sales
4. Commit or attempt to commit a sexual assault or battery
5. Possess an explosive
6. Robbery or extortion
7. Assault or battery of a school employee
8. Causing serious physical injury to another person
9. Creating an unsafe or hostile educational environment through threatening or intimidation

EXPULSIÓN

Expulsión del distrito escolar es considerada el último recurso después que todas otras opciones disciplinarias han fallado. Alumnos quienes han acumulado 20 días de suspensiones por conducta inapropiado y seguido o han cometido una de las ofensas mayores recibirán una recomendación por la administración para presentarse ante un panel de audiencia (apuntado por el distrito) para una audiencia para la expulsión. Las siguientes son razones por las cuales se puede pedir una expulsión automáticamente sin que el alumno tenga los 20 días de suspensión:

1. Posesión de una arma o otro objeto peligroso
2. Posesión de un cuchillo o Sacar o mover un alfiler o cuchillo hacia otra persona
3. Ilícito posesión de una sustancia controlada o venta de la sustancia
4. Cometer o intento de cometer un asalto sexual o agresión
5. Poser un explosivo
6. Robo u obtener algo de otra persona a fuerzas
7. Asalto o agresión a un empleado escolar
8. Causar daño serio al físico de otra persona
9. Crear un ambiente educacional inseguro por medio de amenazas o intimidación

SUSPENSION GUIDELINES

Suspended students may not participate in any extracurricular activity, such as school functions for exactly 20 school days from the date the suspension/ALA occurs. Suspended students must leave campus at the end of day during the 20 day probationary period.

If administration determines that a student is not representing the school in a positive manner, a student may be removed from any activity or class for the remainder of the school year.

GUIAS DE LA SUSPENSION

Alumnos suspendidos no podrán participar en cualquier actividad extra-curricular, así como en funciones escolares,





por exactamente 20 días escolares desde la fecha de la suspensión/ Para alumnos quienes hayan sido suspendidos necesitan partir el plantel al fin del día escolar durante el periodo de 20 días.

Si la administración determina que un alumno no está representando la escuela en una manera positiva, un alumno podrá ser excluido de cualquier actividad por el resto del año escolar.





PLEASE REVIEW SIERRA VISTA PBIS SCHOOL WIDE MATRIX

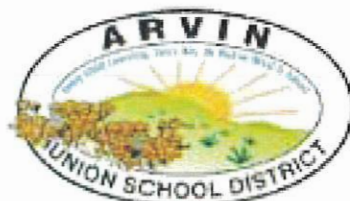
Sierra Vista Elementary School is a community of responsible and actively engaged learners who treat others

with respect, concern, caring, and fairness. Together we create a positive learning environment for all.

School-wide Behavior Expectations	All Settings	Hallway	Restroom	Cafeteria	Playground	Arrival & Departure Areas
BE SAFE 	Keep Hands and Feet to Yourself Only enter a room if an adult is present	Walk on the RED LINE/RIGHT SIDE Keep Hands and Feet to Yourself	Wash	Keep Hands and Feet to Yourself Be Aware of Your Surroundings	Keep Hands and Feet to Yourself Be Aware of Your Surroundings	Keep Hands and Feet to Yourself Walk on the right side
BE RESPONSIBLE 	Follow Classroom Rules Follow Directions Leave unnecessary personal items at home	Walk Quietly with a Purpose	Trash	Follow Directions Be Polite Clean Up After Yourself	Follow Directions Use School Approved Equipment Appropriately Stay in Assigned Areas	Go Directly to Your Destination Follow Directions
BE RESPECTFUL 	Use Good Manners Remove hats, hoodies, and sunglasses	Be Courteous Remove hats, hoodies, and sunglasses	Flush	Be Attentive Use Good Manners Remove hats, hoodies, and sunglasses	Be Kind Include Others Use Appropriate Language	Allow Younger Students to Pass
BE READY 2 LEARN 	Come to school every day on time Come prepared to learn with the appropriate school materials	Go Directly to Your Destination	SHHHHH	Enter and Exit Quietly and Appropriately Participate	Listen for Whistle Freeze Line Up	Wait Patiently

Escuela Elemental Sierra Vista es una comunidad de estudiantes responsables y comprometidos activamente que tratan a los demás con respeto, preocupación, cuidado y justicia. Juntos podemos crear un ambiente positivo de aprendizaje.

<i>Expectativas de Comportamiento de la escuela</i>	<i>Todos los ajustes</i>	<i>Pasios</i>	<i>Baños</i>	<i>Cafetería</i>	<i>Área de Recreo</i>	<i>Áreas de llegada y salida</i>
<i>Cuidate</i> 	Mantén las pies y manos a ti mismo Sólo entra si un adulto te presenta	Camina en la Línea Roja/Lado Derecho Mantén los pies y manos a ti mismo	Lavar	Mantén pies y manos a ti mismo Cuidado con lo que te rodea	Mantén pies y manos a ti mismo Cuidado con lo que te rodea	Mantén pies y manos a ti mismo Camina al lado derecho
<i>Se Responsable</i> 	Sigue las reglas del salón Sigue direcciones Deje artículos no necesarios en tu casa	Camino caladito con propósito	Resaca	Sigue Direcciones Se Cortés Limpio Después de ti mismo	Sigue Direcciones Usa equipo aprobado por la escuela apropiadamente Manténse en las áreas asignadas	Ve Directo a Tu Destino Sigue Instrucciones
<i>Se Respetuoso</i> 	Usa Buenos Modales Retira sombreros, sudaderas con capucha, y lentes del sol	Se Valiente Retira sombreros, sudaderas con capucha, y lentes del sol	Rascar	Se Atento Usa Buenos modales Retira sombreros, sudaderas con capucha, y lentes del sol	Se amable Incluye a otros Usa lenguaje apropiado	Permítele a los Estudiantes Chicos a Pasar
<i>Este preparado para aprender</i> 	Llegar a la escuela todos los días a tiempo Ven preparado a aprender con los materiales apropiados	Ve directamente a tu Destino	SHHHHH	Entra y sal calado y apropiadamente Participa	Escucha al Silbato Congelar Ponse en línea	Espera Paciente



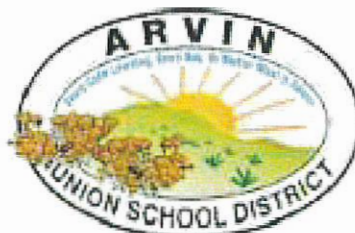
2023-2024 UNIFORM GUIDELINES

Mandatory for the 2023-2024 School Year

GARMENT TYPE	STYLES	COLORS	FABRICS	OTHER REQUIREMENTS
TOPS	<ul style="list-style-type: none"> Polo Shirts Dress Shirts Blouses Turtlenecks 	Solid Colors Only <ul style="list-style-type: none"> Red White Navy Blue School Logo Shirts School Sports Shirt Only 	Cotton Cotton Blend	<ul style="list-style-type: none"> Tops must have collar Tops must be short or long sleeve (no sleeveless shirts) Tops must be worn long enough to stay tucked in Tops must be solid color - insignias, labels may not be larger than 1" square Tops must fit properly - must not be oversized, skin tight or low cut
BOTTOMS	<ul style="list-style-type: none"> Pants Walking shorts Capris Shirts or shorts no higher than 2" above knee Jumpers 	Solid Colors Only <ul style="list-style-type: none"> Navy Blue Tan Denim Blue Jeans 	Cotton twill Cotton blend Corduroy Plain Denim Light Denim	<ul style="list-style-type: none"> Pant/shorts must be fitted at the waist - not more than one size too large or one size too small Pants must be hemmed at least one inch off the ground - must not "sag" or be frayed/jogger style with elastic hem may be worn Walking shorts, shorts or skirts must be worn mid-thigh Cargo pants with small pockets may be worn No leggings, jeggings, sweatpants, jogging suits, knits, baggy pants, overalls, Pants may not be torn or ripped.
OUTER GARMENTS	<ul style="list-style-type: none"> Sweatshirts Sweaters Windbreakers Coats Jackets Vests 			
SHOES	<ul style="list-style-type: none"> Closed toe and heel 			<ul style="list-style-type: none"> Athletic shoes with laces, etc. may be worn Black soled tennis shoes may not be worn in Haven Drive gym. No military style or steel-toed boots; high top boots may be worn No sandals or flip flops No heel over one inch or platforms No Crocs
HATS / HEAD COVERING / FACIAL PIERCINGS	No ball caps may be worn. Winter hats (beanies) will be allowed during winter months only, but may not be worn inside classrooms or cafeteria. Hijabs are allowed. Earrings and nose studs are allowed: <ul style="list-style-type: none"> Nose stud must be 2mm in size or smaller Sharp/spiked earrings are not allowed Sharp/spiked earrings may not be worn at school.			

To ensure a welcoming environment free from distraction:

****No vulgar or obscene language or pictures or promotion of drugs or alcohol is permitted on any clothing item.***



GUÍAS DE UNIFORMES 2023-2024

Obligatorio para el año escolar 2023-2024

TIPO DE ROPA	ESTILOS	COLORES	MATERIALES	OTROS REQUISITOS
PRENDAS DE ARRIBA	<ul style="list-style-type: none"> • Camisas de Polo con cuello • Camisas de Seir • Blusas • Camisas de cuello alto 	Solamente Colores Sólidos <ul style="list-style-type: none"> • Rojo • Blanco • Azul Marino • Camisas con logo escolar • Camiseta de Deporte Escolar 	Algodón Algodón Mezclado	<ul style="list-style-type: none"> • Las camisas deben tener cuello • Las camisas deben tener manga corta o larga (no camisas sin mangas) • Las camisas y blusas deben ser suficiente largas para quedarse fajadas • Las camisas y blusas deben ser de color sólido - insignias, etiquetas no deben ser más grandes que un cuatro de pulgada • Las camisas y blusas deben sentar bien al cuerpo - no deben ser demasiado grandes, untadas al cuerpo o escotadas
PRENDAS DE ABAJO	<ul style="list-style-type: none"> • Pantalones • Pantalones cortos o Capris (pantalón corto/pescuderos) • Faldas o falda pantalón no más corta que 2 pulgadas arriba de la rodilla • Vestidos de pechera (jumper) 	Solamente Colores Sólidos <ul style="list-style-type: none"> • Azul Marino • Café Claro • Pantalón de Mezclilla Azul 	Algodón Grueso Algodón Mezclado Pantalón de pana Mezclilla (sin adornos) Mezclilla Clara	<ul style="list-style-type: none"> • Los pantalones y cortos deben quedar a la cintura no más de una talle más grande o más chica • Los pantalones deben tener el dobladillo por lo menos una pulgada del piso - no deben estar "caídos" o deshilachados/pantalón deportivo con elástico en la bastilla • Cortos de caminar o falda pantalón deben ser usados entre la rodilla y mita de la pierna • Pantalones cargo con bolsillos pequeños en los lados, se permiten • No se permite mayas, pantalones deportivos de algodón, pantalón de pechera, • Los pantalones no pueden estar rotos o rasgados
ROPA SOBRE PUESTA	<ul style="list-style-type: none"> • Sudaderas • Suéteres • Pantalones de viento • Abrigos • Chaquetas • Chalecos 			
ZAPATOS	<ul style="list-style-type: none"> • Camados de enfrente y del talón 			<ul style="list-style-type: none"> • Se pueden usar zapatos atléticos con insignias, etc. • Tercer con suela negra no son permitidos en el gimnasio de Haven Drive • No se permiten botas con punta de acero o estilo militar; se permiten botas altas • No sandalias o huarachas • No zapatos más altos de una pulgada o de plataforma. • No Crocs
SOMBREROS/ PERFORACIÓN FACIAL	No deben usar cachuchas. Se permitira gorros de invierno (beanies) sólo durante los meses de invierno, pero no se pueden usar dentro del salón o cafetería. Se puede usar Hijabs. Se permiten aretes y aretes pequeños en la nariz: <ul style="list-style-type: none"> • Arete de la nariz debe ser 2mm o más pequeño • No se permiten aretes afilados o con picos Aretes afilados o con puntas no se permiten en la escuela.			

Para asegurar un ambiente acogedor libre de la distracción:
***No se permite el lenguaje o imágenes vulgares u obscenas o promoción de drogas o alcohol en cualquier prenda de vestir.**

Sierra Vista Elementary 2023-2024 AVID Articulation Plan

Grade	Alignment Topic 1: Organizational Tool	Alignment Topic 2: Note-Taking	Alignment Topic 3: Agenda/Planners	Alignment Topic 4: Levels of Questions	Alignment Topic 5: Collaboration
	Organized student baskets SW return school materials to the correct place. SW organize writing journals and math journals.	Model 2 and 3-column notes in weekly lessons Model Double Bubble with Language Thinking Maps	Homework and Behavior Planner folders SW bring their folder to with letter of the week, HFW and sentences.	Ask & answer Level 1, 2 & 3 questions SW respond orally in complete sentences.	Think-Pair-Share SW share responses and write responses.
	Organized desk and Communication Folder SW maintain an organized desk, school materials and communication folder.	Provide cloze note-taking activities Model and Create Thinking Maps SW begin to write 2 and 3 column notes from teacher modeling (Student name and Date)	Homework & Communication Folders / Daily Planners Parents need to sign Planners daily.	Ask & answer Level 1, 2 & 3 questions. Ask and answer level 1,2, and 3 questions in reciprocal teaching and close reading (orally). Students will respond orally in complete	Team Huddle Think/Pair/Share Gallery Walk
	Notebook / Spiral Communication Folder Spiral Notebooks with Table of Contents	2 and 3 Column Notes Focus on students taking legible notes with guidance.	Parents monitor and sign daily SW highlight classwork with green and homework in yellow.	sentences. Ask and answer Level 1.2 and 3 questions in reciprocal teaching and close reading (orally). SW answer in complete sentence.	WICOR Buddies AVID STEMS
	Maintain an organized binder with pencil pouch SW bring binders daily with their notebooks inside.	Use 2&3 column notes daily SW take notes during instruction.	Bring agendas to school daily Parents will be responsible for signing the agendas weekly. SW highlight classwork with green and homework in yellow.	Use Level 2 and level 3 questions Practice identifying level 1, 2, &3 questions.	Red light/ Green Light WICOR Buddies
	Labeling dividers, the same level across grade level Expose students to various ways of how to use highlighters.	Focus on layering notes with a reflection or summary writing at the end of notes SW independently use 2 and 3 column notes provide titles and table of content.	Daily interactive agenda with parent signature SW record homework assignments with learning targets. Highlight classwork with green and homework in yellow.	SW write and respond to level 2 and 3 questions Teacher model DOK level task and increase student level of thinking with understanding of DOK level.	Collaboration Think/Pair/Share/ Write Gallery Walk
	Binders with labeled dividers & materials appropriately filed Folders/ notebooks per subject Highlighters	2-3 column notes with essential question and/or summaries Focus on reflections & summaries after note taking. Test taking notes, digital note taking.	Agenda filled in with learning targets, homework, and parent signatures Daily interactive agenda with parent participation. SW self - monitor progress.	Evidence based academic conservations Firm understanding of levels 2 and 3, questions using textual evidence.	AVID Collaboration Strategies Collaboration with writing strategies and peer editing

Sierra Vista Elementary 2023-2024

Grado	Tema de alineación 1 Herramienta organizacional	Tema de alineación 2 Toma de apuntes	Alineación Tema 3 Agenda / Planificadores	Tema de alineación 4 Nivel de interrogación	Tema de alineación 5 Colaboración
1	Estudiantes devuelven los materiales escolares al lugar correcto. Estudiantes organizan sus diarios de matemáticas y de escritura	Demostrar la toma de apuntes de 2 y 3 columnas en lecciones semanales. Demostrar el mapa de doble burbuja incluyendo lenguaje Mapas de Pensamiento Apuntes de 3 columnas	Carpetas de tareas y de comunicación / planificadores diarios Estudiantes traen su carpeta que contiene la letra de la semana, PAF y oraciones	Hacer preguntas de niveles 1, 2 y 3, y responderlas Estudiantes responden oralmente en oraciones completas.	Estrategias de colaboración AVID Pensar-par-compartir Estudiantes comparten sus respuestas y escriben sus respuestas
2	Escritorio organizado y carpeta de comunicación Estudiantes mantienen organizado su escritorio, materiales escolares y carpeta de comunicación.	Proporcionar actividades para tomar notas Demostrar y crear mapas de pensamiento Estudiantes comienzan a escribir apuntes de 2 y 3 columnas de la demostración del docente (nombre del alumno y fecha)	Carpetas de tareas y comunicación / planificadores diarios Los padres deben firmar los planificadores diariamente	Hacer preguntas de niveles 1, 2 y 3 y responderlas Hacer y responder preguntas de niveles 1, 2 y 3 en enseñanza recíproca y en lectura (oralmente). Los alumnos responderán oralmente en oraciones completas.	Estrategias de colaboración AVID Charla de equipo Pensar-par-compartir Paseo de galería
3	Cuaderno de espiral Carpeta de comunicación Cuadernos de espiral con tabla de contenido	Apuntes de 2 y 3 columnas Centrarse en que los estudiantes tomen apuntes legibles con orientación	Padres monitorean y firman diariamente Estudiantes resaltan el trabajo en clase con verde y las tareas con amarillo.	Hacer y responder preguntas de niveles 1, 2 y 3 en enseñanza recíproca y en lectura (oralmente). Estudiantes responden en una oración completa.	Estrategias de colaboración AVID Colegas WICOR Tallos AVID
4	Mantener una carpeta organizada con bolsa de lápiz. Estudiantes traen las carpetas diariamente con sus cuadernos dentro	Utilizar apuntes de 2 y 3 columnas diariamente Estudiantes toman apuntes durante la instrucción	Traer agendas a la escuela diariamente Los padres serán responsables de firmar las agendas semanalmente. Estudiantes resaltan el trabajo en clase con verde y las tareas con amarillo.	Utilizar preguntas de nivel 2 y nivel 3 Práctica en la identificación de preguntas nivel 1, 2 y 3.	Estrategias de colaboración AVID Luz roja / Luz verde Colegas WICOR
5	Rotular divisores del mismo nivel a través del grado Exponer a los estudiantes a varias formas de utilizar los resaltadores.	Centrarse en apuntes en capas y en dirigir una reflexión o escritura de resumen al final de los apuntes. Estudiantes utilizan de forma independiente sus apuntes de 2 y 3 columnas y proporcionan títulos y tabla de contenido.	Agenda interactiva diaria con firma del padre Estudiantes registran las tareas asignadas incluyendo las metas de aprendizaje. Resaltan el trabajo en clase con verde y las tareas con amarillo.	Estudiantes escriben y responden a preguntas de nivel 2 y 3 Demostrar una tarea de nivel DOK específico y aumentar el nivel de pensamiento de los estudiantes con un buen entendimiento del nivel DOK.	Estrategias de colaboración AVID Pensar-par-compartir Paseo de galería
6	Carpetas con separadores rotulados y	Apuntes de 2 y 3 columnas con pregunta esencial y / o resumen Centrarse en	Agenda completada con metas de aprendizaje, tareas y firmas de los padres	Conservaciones académicas basadas en la evidencia.	Estrategias de colaboración AVID

	<p>materiales debidamente archivados</p> <p>Carpetas / cuadernos por tema / Resaltadores</p>	<p>reflexiones y resúmenes después de tomar apuntes. Toma de apuntes para exámenes y toma de apuntes digitales.</p>	<p>Agenda interactiva diaria con participación de los padres.</p>	<p>Comprensión firme de preguntas de nivel 2 y 3 usando evidencia textual.</p>	<p>Colaboración con estrategias de escritura y edición por pares.</p>
	<p>Carpeta consiste en divisores de colores con</p> <p>Cuadernos / impresos / metas</p>	<p>Estudiantes generan apuntes de 2 y 3 columnas</p> <p>Toma de apuntes en capa adicionales</p> <p>Reflexiones</p>	<p>Metas de aprendizaje y tareas y trabajos resaltados.</p> <p>Autocontrol</p> <p>Firmas</p>	<p>Identificar, crear y responder independientemente preguntas de nivel 2 y 3, evidencia relevante de conversaciones académicas</p>	<p>Roles para la colaboración con rúbricas</p> <p>Uso semanal de estrategias AVID</p>
	<p>* Los estudiantes podrán realizar un seguimiento de tareas, auto monitorear su nivel de organización y ajustar independientemente las prácticas organizacionales.</p>	<p>* Los estudiantes podrán tomar apuntes de dos y tres columnas en todas las áreas de asignaturas para una variedad de propósitos (por ejemplo, lección, lectura, proyecto)</p>	<p>* Los estudiantes podrán administrar su tiempo de manera independiente y garantizar que las tareas escolares se completen a tiempo.</p>	<p>* Los estudiantes podrán distinguir los distintos niveles de preguntas y generar preguntas que los lleven a niveles más profundos de comprensión.</p>	<p>* Los estudiantes podrán colaborar en grupos utilizando lenguaje académico para apoyar la escritura y participar en conversaciones significativas.</p>



School Security for the Safety of your Children

We thank you in advance for your help in keeping all students safe on campus and helping us promote a safe environment. We appreciate that you follow all traffic and parking rules in and around SV campus when bringing and taking your children daily.

- Sierra Vista Elementary begins providing adult supervision of students at 7:30 a.m., so for safety reasons we ask that children do not arrive before this time.
- All visitors will be required to provide a government issued ID to receive a visitor's pass in the front office and sign out/return visitor's pass in the front office.

Please make use of our designated drop off and pick up area guidelines. These areas are as follows:

- **EAST SIDE GATE:**
 - Monitored gate area for students only: walkers and drop off/ pick up. (7:30 - 8:00 a.m. and 2:12 – 2:22 p.m.)
 - This is a loading/unloading zone only – please park in designated areas or on the street.
- **FRONT SOUTH GATE:**
 - Monitored gate area for students only: walkers and drop off/pick up students. (7:30-8:00 a.m. and 2:12 – 2:22 p.m.)
 - This is a loading/unloading zone only – please park in designated areas or on the street. Drivers must remain with their vehicles.
- **FRONT OFFICE SIDE GATE:**
 - Monitored gate area for bus students, SDC and Handicap.
- **OFFICE:**
 - The office is open from 7:30 a.m. – 4:00 p.m. Monday through Thursday / 3:30 pm on Friday)
 - Parents/visitors welcomed to park for office business and/or entry to campus with a visitor's pass after restrictions are lifted.
 - Bus drop-off and pick up area only – this is not a loading or drop off zone.
 - **Students arriving after 8:00 a.m. are late and will need to pass through the office for a late pass.**
 - Please use the marked crosswalk when walking through this parking lot.

Seguridad Escolar para la Seguridad de sus Hijos

Le agradecemos de antemano su ayuda para mantener a salvo todos los estudiantes en la escuela y promover un ambiente seguro. Agradecemos que ustedes sigan las reglas de conducir y reglas de estacionamiento en y alrededor de E.C.R. diariamente cuando traen y recogen a sus niños.

- Sierra Vista comienza a proporcionar supervisión a los estudiantes a las 7:30 a.m., así que, por razones de seguridad, le pedimos que los niños no lleguen antes de este tiempo.
- Todos los visitantes deberán presentar una identificación de gobierno y recibirán un pase de visitante en la oficina y firmar al salir/regresar el pase de visitante en la oficina.

Por favor, haga uso del área de la zona de abordar y desalojar. Estas áreas son las siguientes:

- **PUERTA DEL LADO ESTE:**
 - Área de puerta supervisada para los niños que caminan y que dejan / área para recoger (7:30-8:00 a.m. y 2:12 – 2:22 p.m.)
 - Esta es una zona de carga/descargar solamente – por favor, estacionense en áreas designadas o en la calle. Los conductores deben de mantenerse en sus vehículos.
- **PUERTA DELANTERA:**
 - Área de puerta supervisada para los niños que caminan y para padres que dejan y recogen estudiantes (7:30-8:00 a.m. y 2:12 – 2:22 p.m.)
 - Esta es una zona de carga /descargar solamente– por favor estacionense en áreas designadas o en la calle.
- **PUERTA DEL LADO DE LA OFICINA:**
 - Área de puerta vigilada solo para estudiantes que llegan en el autobús.
- **OFICINA:**
 - La oficina está abierta de 7:30 a.m. – 4:00 p.m. de lunes a jueves / 3:30 el viernes
 - Los padres y visitantes se pueden estacionar para entrar a la oficina /escuela con un pase de visitante cuando se levantan las restricciones.
 - Solamente para la parada del autobús – no es una zona para carga/descargar.
 - Estudiantes que llegan después de las 8:00 llegan tarde y tendrán que pasar por la oficina para agarrar un pase.
 - Por favor utilice el peatón marcado al pasar por este estacionamiento.



Cell Phones on Campus

Dear Parents/Guardians,

We are asking for your help with the problem and use of cell phones on our school campus. The *Arvin School District Board Policy* for cellphones is that such devices shall always be turned off, unless authorized by classroom teacher and that any device with a camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights or any other person.

According to the *California Education Code Section 48901.5 – Possession and Use of Cell Phones*, students are discouraged from bringing cell phones or electronic signaling devices unless the device is essential for the health of the pupil as determined by a licensed physician. Although such devices may be brought onto a school campus, they are to be **TURNED OFF** and pupils are prohibited from using them in the **classroom** or during the **instructional day including lunch and afterschool**. Once students leave school property that would be the appropriate time to turn on their phone.

The use of electronic signaling devices that disrupt school activities will lead to their confiscation by school officials and their return to the pupil's parent or guardian. The use of these devices, their ringing or vibrating during school time or activities will be considered a disruption of school activities and classroom instruction and subject to disciplinary action. Devices used by pupils to video, photograph, or text message unlawful activities will be confiscated.

If a student brings the electronic device to school, it is at their own risk. If the electronic device is lost or stolen (including cell phones) the school staff will not be responsible for locating, searching and/or retrieving the device.

Thank you for your support and assistance in this matter.

Principal,
Ms. Borquez



Uso de los teléfonos celulares

Estimados Padres/Guardianes,

Estamos pidiendo su ayuda con el problema y uso de los telefonos celulares en nuestra escuela. La Poliza de la Mesa del Distrito Escolar de Arvin para los celulares es una en la cual los dispositivos siempre estaran apagados, solamente autorizada por una maestra/o del salon y que cualquier dispositivo con una camera, video, o grabadora de voz no se usara en cualquier manera que infrinja en los derechos de privacidad o cualquier otra persona.

De acuerdo con el Código de Educación de California Sección 48901.5 - Posesión y Uso de Teléfonos Celulares, los estudiantes son desalentados de traer teléfonos celulares o dispositivos electrónicos de señalización a menos que el dispositivo sea esencial para la salud del alumno como lo determine un médico licenciado. Aunque estos dispositivos pueden ser llevados a un plantel escolar, deben ser APAGADOS y se prohíbe a los alumnos usarlos en el salón de clases o durante el día de instrucción incluyendo el almuerzo y después de la escuela. Una vez que los estudiantes dejan la propiedad escolar que sería el momento apropiado para prender su teléfono.

El uso de dispositivos electrónicos de señalización que interrumpan las actividades escolares conducirá a su confiscación por los funcionarios de la escuela y su regreso al padre o tutor del alumno. El uso de estos dispositivos, su timbre o vibración durante el tiempo escolar o actividades se considerará una interrupción de las actividades escolares y la instrucción en el aula y estará sujeto a medidas disciplinarias. Los dispositivos utilizados por los alumnos para las actividades ilegales de video, fotografía o mensajes de texto serán confiscados.

Si un estudiante trae el dispositivo electrónico a la escuela, es a su propio riesgo. Si el dispositivo electrónico se pierde o es robado (incluyendo teléfonos celulares), el personal de la escuela no será responsable de localizar, buscar y / o recuperar el dispositivo.

Gracias por su apoyo y asistencia en este asunto.

Homework Policy Information

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

Homework assignment characteristics and requirements:

- a. Homework will be reasonable in length and appropriate to the grade level and course.
- b. Assignments will be related to the work of the class.
- c. Assignments will be completed independently with a focus on mastery practice.
- d. Homework will include specific and precise tasks to ensure students can show and explain their understanding of the work to their parents.
- e. Assignments will be focused on quality rather than quantity.
- f. Teachers will review homework in order to provide feedback.

Grade	Number of Minutes	Days per Week
Transitional Kindergarten / Kindergarten	5 to 10 minutes per day	4
Grade 1	10 minutes per day	5
Grade 2	20 minutes per day	5
Grades 3 and 4	20 to 30 minutes per day	5
Grades 5 and 6	30 to 40 minutes per day	5
Grades 7 and 8	150 to 300 minutes per week Including all subject areas	5

Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning. Teachers shall provide resources, monitoring, and active involvement including providing feedback and homework assistance as necessary for student success.

Afterschool intervention and after hours' programs are available at all school sites to provide homework support. Parent center staff are available to provide resources to support parents to assist students.

Homework Policy Information

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a student repeatedly fails to complete his/her homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report card comments.

- Student homework completion and progress for Grades K-6 will be reflected in a Homework comment on the student's report card.
- Student homework completion and progress for Grades 7 and 8 will be computed as a component of the content area grade in the following manner:

50% of grade based on class assessments

40% of grade based on class work

10% of grade based on homework completion

A homework comment will be included if a grade is affected by homework completion.

Información sobre la póliza de tareas

La Mesa Directiva reconoce que las asignaciones de tareas significativas pueden ser una extensión valiosa del tiempo de aprendizaje de los estudiantes y ayudar a los estudiantes a desarrollar buenos hábitos de estudio. La tarea se asignará cuando sea necesario para apoyar las lecciones en el salón de clases, permitir que los estudiantes completen tareas no terminadas o revisar y aplicar el contenido académico para una mejor comprensión.

Características y requisitos de la asignación de tareas:

g. Tareas serán razonables en longitud y apropiadas para el nivel de grado y el curso.

h. Las asignaciones estarán relacionadas con el trabajo de la clase.

i. Asignaciones se completarán de forma independiente con un enfoque en la práctica de dominio j. Tarea incluirá tareas específicas y precisas para asegurar que los estudiantes puedan mostrar y explicar su comprensión del trabajo a sus padres.

k. Asignaciones se centrarán en la calidad más que en la cantidad.

l. Maestros revisarán los deberes para proveer retroalimentación.

Grado	Numero de minutos	Días por semana
Kinder transicional/ Kinder	5 a 10 minutos por día	4
Grado 1	10 minutos por día	5
Grado 2	20 minutos por día	5
Grados 3 y 4	20 a 30 minutos por día	5
Grados 5 y 6	30 a 40 minutos por día	5
Grados 7 y 8	150 a 300 minutos por semana Incluyendo todas las materias	5

Los Maestros asignarán tareas solo cuando sea necesario para cumplir con las metas académicas y reforzar la instrucción actual.

Aunque la terminarla tareas a tiempo es importante para mantener el progreso académico, la Mesa Directiva reconoce que los estudiantes aprenden a diferentes ritmos. Los estudiantes recibirán crédito por el trabajo que se termina con el fin de fomentar su aprendizaje continuo. Los maestros proveerán recursos, monitoreo y participación activa, incluyendo proveer retroalimentación y ayuda de tarea como sea necesario para el éxito del estudiante.

La intervención después de la escuela y los programas después de las horas están disponibles en todas las escuelas para brindar apoyo en las tareas. El personal del centro de padres está disponible para proveer recursos para apoyar a los padres para ayudar a los estudiantes.

Aunque es responsabilidad del estudiante asumir tareas de manera independiente, los padres / guardianes pueden servir como un recurso y se les anima a asegurar que las tareas de su hijo/a sean completadas. Cuando un estudiante repetidamente no completa su tarea, el maestro debe notificar a los padres / tutores del estudiante tan pronto como sea posible para que la acción correctiva pueda ser tomada antes del lanzamiento de las calificaciones finales o comentarios

- La finalización de la tarea de los estudiantes y el progreso para los grados K-6 se reflejarán en un comentario de la tarea en la tarjeta de calificaciones del estudiante.
- La finalización de la tarea de los estudiantes y el progreso para los grados 7 y 8 se computarán como un componente del grado del área de contenido de la siguiente manera: :
50% del grado basado en las evaluaciones en clase
40% del grado basado de trabajo en clase
10% del grado basado en completar la tarea
- Se incluirá un comentario de tarea si un grado es afectado por la terminación de la tarea.

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SV Anti-Bullying/ Sexual Harrassment and Anty-cyberbullying Contract Student and Parent/Guardian Agreement

Dear Sierra Vista Parents/Guardian: Please read through this important contract with your child.

Student's responsibility:

Everyone has the right to feel physically and emotionally safe at school. I will do everything I can personally, as a member of my school's community, to create and preserve a physically and emotionally safe environment. I commit that I will not bully my peers. When I witness bullying, I will report it to a teacher or staff member.

Parent/ Guardian's responsibility:

I commit to encouraging my child to always respect others in person and online. I have instructed my child not to bully or cyberbully. I have advised my child to report any bullying or cyberbullying to school personnel.

We understand that Bullying will result in the following disciplinary action:

1st Offense: Conference with Teacher

2nd Offense: Conference with Teacher;

3rd Offense: Conference with Administrator and parental contact.

4th Offense: Conference with Administrator, after school restorative practice session, and parental contact.

(Suspension is a possible consequence of bullying)

Any SEVERE situation will result in a student being sent immediately to the office and leading to disciplinary action.



Contrato de La Escuela SV Anti-Hostigamiento/ Acoso Sexual y Cybernitico Acuerdo de Padre/Guardián y estudiante

Estimados Padres/Tutor: Por favor lea este importante contrato con su hijo/a.

Responsabilidades del estudiante:

Toda persona tiene derecho a sentirse física y emocionalmente seguros en la escuela. Hare todo lo que pueda personalmente, como miembro de la escuela en la comunidad, crear y mantener un ambiente seguro física y emocionalmente. Me comprometo en no intimidar a mis compañeros. Cuando atestigüe un acto de intimidación, lo informaré al profesor o miembro del personal.

Responsabilidad del padre/Guardián:

Me comprometo alentar a mi hijo siempre respetar a otras personas. He dado instrucciones a mi hijo de no hostigamiento. He asesorado a mi hijo para informar de cualquier intimidación al personal de escuela.

Entendemos que intimidación tendrá como resultado las siguientes medidas disciplinarias:

1º Ofensa: Conferencia con el profesor

2º Ofensa: Conferencia con el profesor;

3ª Ofensa: Conferencia con los directores y de contacto parental.

4ª Ofensa: Conferencia con la administradora, sesión restaurativa después de escuela y contacto parental.

(La suspensión es una posible consecuencia de la intimidación)

Cualquier situación GRAVE resultará en que el estudiante sea enviado inmediatamente a la oficina y conduzca a medidas disciplinarias.

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.