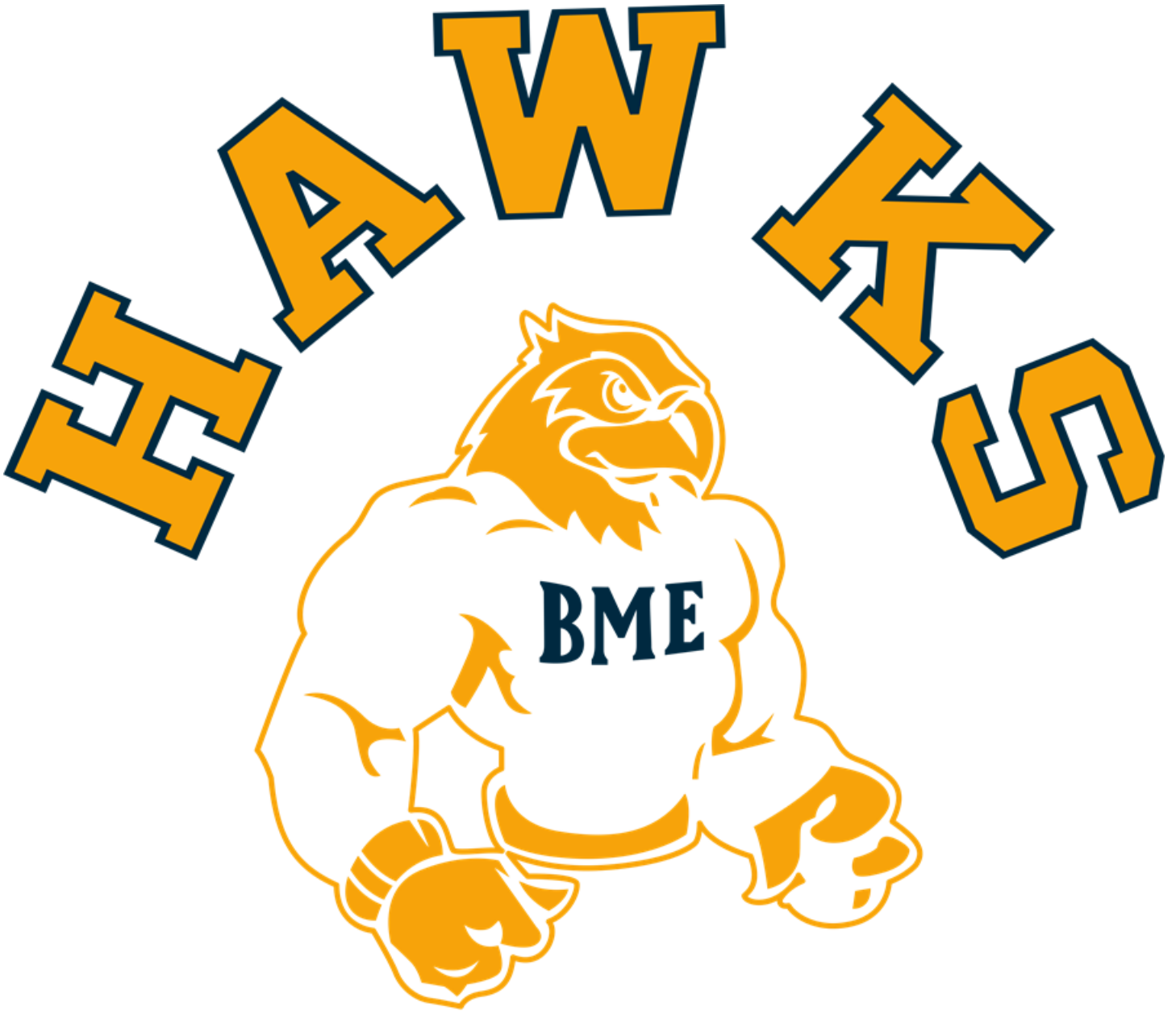


Comprehensive School Safety Plan



2025-26 School Year

School: Bear Mountain Elementary School
CDS Code: 15-63313-6110464
District: Arvin Union Elementary School District
Address: 1501 Hood Street
Arvin CA, 93203
Date of Adoption: February 17, 2026
Date of Update: 1/27/2026 & 2/17/2026
Date of Review:
- with Staff 11/4/2025
- with Law Enforcement 1/27/2026 & 2/27/2026
- with Fire Authority 1/27/2026 & 2/27/2026

Approved by:

Name	Title	Signature	Date
Javier Pacheco	SSC Chairperson		
Ricardo Salinas Jr.	Principal		

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE’s **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at Bear Mountain Elementary School.

Safety Plan Vision

Our vision at Bear Mountain Elementary School is to foster a safe, inclusive, and supportive learning environment where every student, staff member, and visitor feels valued, secure, and empowered. We are dedicated to proactively addressing potential risks through comprehensive safety measures, clear communication, and strong partnerships with families and the community. By

cultivating a culture of preparedness, respect, and responsibility, we create a nurturing space that promotes academic success, emotional well-being, and the overall safety of all members of our school community. This plan provides clear guidance for staff during emergencies and includes ongoing training to ensure readiness and effective response.

Components of the Comprehensive School Safety Plan (EC 32281)

Bear Mountain Elementary School Safety Committee

School Site Council/Safety Planning Committee

Principal - Ricardo Salinas Jr.
Teacher: Stephen Cunicelli
Classified Staff: Carmelita Vega
Parent: Rocio Castro
Parent: Mireya Moguel
Parent: Jazmin Pineda

Assessment of School Safety

SUSPENSIONS AND OFFICE REFERRALS:

Suspension rate maintained from 0% (2023-2024) to 0.1% (2024-2025) for all students groups and the status on the CA Dashboard is "Very Low" putting us in the blue band. We had no student groups in red or orange. Students with disabilities are in the yellow "medium" group. Hispanic, English Learners, and Socioeconomically disadvantaged are in the blue group. We had 91 office referrals/major discipline incidents during the 2024-2025 school year.

ATTENDANCE:

Bear Mountain Elementary had a 14.3% chronic absenteeism percentage for 2024-2025 school year, which is a 7.6% decline from the previous year which is in the yellow band. There were no student groups in the red "very high" band. Chronic absenteeism was "high" for Students with Disabilities, "medium" for students in the Hispanic and Socioeconomically Disadvantaged student groups and "low" for English Learners. There is no performance color indicated for student subgroups: African American, Asian, Filipino, Foster, Homeless, Long-Term English Learners, White, and two or more races. The overall attendance for the 2024-2025 was 95.1% as reported by KIDS, which exceeded our goal of 94% overall. Students can do independent studies work for attendance credit of up to 14 days per school year.

SCHOOL CLIMATE:

The site has been working on building a positive climate through PBIS Expectations and student incentives. Students also attend an assembly twice a year called Hawk Talk where they are reminded of the school rules, expectations, board policies, and are notified of actions that can result in suspensions. In addition, the district utilizes an alternative to suspension program that utilizes Blue Water curriculum to promote self-reflection and encourages better decision-making. Safe School Ambassadors also play a large role in the school climate. They report incidents to group leaders or staff members, and they also positively address students when rules are not being followed. They have helped to keep a positive school climate and lead by example when promoting positive behaviors. The role of a campus supervisor is to support the staff and students and promote a positive school climate. During the 2024-2025 school year we employed one full time campus supervisor, and we added an additional 5 hour campus supervisor this year. They help monitor and supervise students during breaks, lunch, checks in with our students who display at-risk behaviors, and helps monitor dismissal. Additionally, they facilitate restorative circles with students and other support staff. The site continues to focus on creating a safe and respectful environment by reminding students of site expectations during our daily morning announcements.

COMMUNITY RISK PROFILE:

An analysis of crime in the surrounding community indicates the presence of the following crime types: Arson, Assault, Burglary, Disturbing the Peace, Drug/Alcohol Violations, DUI, Fraud, Homicide, Motor Vehicle Theft, Robbery, Sex Crimes, Theft/Larceny, Vandalism, Vehicle Break-In/Theft, and Weapons-related offenses. These crime trends may pose potential risks to students, staff, and campus operations. This information is used to guide security planning, supervision strategies, partnerships with law

enforcement, and emergency response protocols.

PREVENTION AND MITIGATION STRATEGIES:

Increase supervision and visibility during high-risk times (arrival, dismissal, evening events).

Maintain secure perimeter access (locked gates, monitored entrances).

Campus surveillance (cameras, lighting, signage).

Coordinate with local law enforcement for patrols and crime-trend updates.

Develop staff training on recognizing suspicious behavior linked to listed crimes.

Provide student education on personal safety and reporting.

CALIFORNIA HEALTHY KIDS SURVEY SUMMARY OF KEY INDICATORS OF SCHOOL CLIMATE AND WELL BEING:

Below is the data for 5th grade students from the years 2024/2025:

OVERALL SUPPORTS AND ENGAGEMENTS - Part I

School Connectedness = 70%

Caring Adults in School = 76%

Meaningful Participation = 54%

Feel Safe at School = 72%

VIOLENCE

Violence Victimization = 32%

OTHER SCHOOL CLIMATE INDICATORS - Part II

Fairness= 62%

Rule Clarity = 91%

Social Emotional Learning Supports = 75%

Positive Behavior =86%

Below is the data for 6th grade students from the years 2024/2025:

OVERALL SUPPORTS AND ENGAGEMENTS - Part I

School Connectedness = 58%

Caring Adults in School = 58%

Meaningful Participation = 29%

Feel Safe at School = 61%

VIOLENCE

Violence Victimization = 42%

OTHER SCHOOL CLIMATE INDICATORS - Part II

Fairness= 53%

Rule Clarity = 73%

Social Emotional Learning Supports = 60%

Positive Behavior = 75%

Below is the data for Parents from the years 2024/2025:

KEY INDICATORS OF PARENTAL INVOLVEMENT, SCHOOL CLIMATE, AND STUDENT BEHAVIOR

Parents feel welcome to participate = 55%

School is a safe place for my child = 56%

School has adults who really care about students = 54%

Teachers responsive to child's social & emotional needs = 97%

School has clean and well-maintained facilities = 59%

Below is the data for Staff from the years 2024/2025:
Key Indicators of School Climate and Student Well Being:
Antibullying Climate = 42%
Staff Working Environment = 26%
School is a safe place for staff = 32%
School is a safe place for students = 36%
Respect for diversity = 36%

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

SCHOOL SAFETY STRATEGY #1

To cultivate a culture of preparedness, respect, and responsibility that promotes academic success, emotional well-being, and the overall safety of all members of our school community we implement the following:

- School rules and expectations are sent home yearly in the Parent Handbook. It was also provided electronically through the ParentSquare Application, a paper copy was given during parent conferences, and is in the student AVID planners. Included are the PBIS matrix and the BME Anti-Bullying contract: Student and Parent Agreement.
- The Back to School Night meeting is scheduled in person at the beginning of the school year. Bilingual staff members are available to translate and provide support if needed.
- Hawk Talk student presentations at the beginning of the year and after winter break to ensure all students are aware of behavioral expectations and to whom they can go for help.
- Hawks are nominated once per month for achieving behavior goals (SOAR) and/or academic improvement (Academic All Star).
- Positive Behavior Intervention Systems (PBIS) incentives for both staff and students.
- Students receive PBIS points for positive behavior displayed on campus and they are able to purchase items from the SOAR store using their points and/or attend a PBIS event.
- One full-time Campus Supervisor, One 6-hour Campus Supervisor, and a school social worker are on site to build positive relationships and to support students with identified needs.

District Policies are shared and reviewed with staff at the beginning of each school year:

- Child Abuse Reporting 5141.1
- Suspension/Expulsion 5144.1
- Procedures to Notify Teachers of Dangerous Students 49079
- Discrimination and Harassment Policy 5145.3
- School Wide Dress Code 5132
- Hate Crime Reporting 5145.9
- Suicide 5141.52
- Bullying 5131.2

PREVENTING AND INTERVENING AGGRESSIVE PUPIL BEHAVIOR: Safe School Climate:

- Staff and grade level meetings to share strategies and expectations.
- Professional development as needed.
- Focus on respectful relationships within school community.
- Promote and inform parents of online bullying reporting procedure. Focus on anti-bullying strategies, including how to prevent and report bullying situations.
- Continue implementing Positive Behavior Interventions and Support (PBIS) to improve school wide behavior.
- Promote positive school attendance with perfect attendance celebrations and acknowledgements in class and as a school.
- Continue to promote parent involvement on campus through ELAC, SSC, Coffee with the Principals, Parent Workshops, AVID Nights, Lunch on the Lawn, and the Parent Empowerment Committee (PEC).
- Leadership team to discuss and implement a variety of cultural/multicultural lessons/events.
- Work with staff and students to develop and promote the environment that students are asking for.
- Special Day classes mainstream as much as possible to promote acceptance of diversity and inclusion for students with disabilities.
- Continue to provide professional development on effective classroom strategies and continue to promote inclusion.
- PBIS Committee to discuss and continue implementing strategies and incentives for students.
- MTSS Tier 2 meetings monthly to discuss student needs and nominations for support.
- Spirit Week to stand against bullying and promote reporting bullying using the Stop-It App and BME Student Bullying Reporting

Form.

- Parent workshop on bullying provided to inform and encourage parents to report bullying use the Stop It App.
- Students who are being bullied or who have witnessed bullying are encouraged to report the incident.
- Alternative Learning Academy, the alternative to suspension program at Haven Drive (HD), allows for students to participate in a reinforcement/ behavior plan program rather than become suspended for violating California Education Code.
- Safe School Ambassadors(SSA)/SOAR Patrol is a student-based program that instills leadership skills on campus and promotes a safe school climate by reducing acts of bullying and unwanted behaviors. SSA students promote a welcoming school environment by welcoming students, greeting others, and monitor playgrounds using SSA skills. They make others feel welcome by inviting them to join in a group and give compliments to support and praise behaviors.
- A School Social Worker (SSW) is on-site 5 days a week to provide case managing, counseling, and build social skills among students.
- Positive Behavior Intervention Support is a school wide program to increase school pride, positive behaviors, and respectful relationships.
- K Kids program promotes saying “No” to drugs, alcohol, and tobacco. Students learn about healthy lifestyles and develop leadership skills. They also help to maintain a clean school campus, support and plan activities for October, Red Ribbon Week, Anti-Bullying Week, collect food and distribute to needy families.
- Safe School Ambassadors act as role models and help report potential virtual problems among students.
- AVID is promoted via student activities such as Career Day, College going banners, Student Success Skills, AVID family workshops, and individual academic writing goals to promote college.
- PBIS activities to teach respect, kindness, safety, and respectful relationships.
- SOAR Class Compliment charts are implemented school wide to encourage students to use and promote positive behavior and follow rules.

ADDITIONAL:

- PBIS SOAR Points Incentives via PBIS Rewards
- Red Ribbon Week
- Anti-bully Week
- No Name Calling Week- January
- Random Acts of Kindness Week- February
- Safe School Ambassador Program
- School Leadership Team
 - Morning Announcements
- Weekly Bulletin
- Attendance Rewards/Incentives
- Classroom Awards
- Parenting class offered to all parents interested in improving their parenting skills.
- Perfect Attendance Awards
- Afterschool Sports – Basketball, Flag football, Soccer, Volleyball
- Afterschool Clubs
- Oral Language Program
- Safe School Ambassador Program

SCHOOL SAFETY STRATEGY #2:

School administrators, staff, and campus lunch supervisors use common strategies to promote school safety.

Bear Mountain Elementary will continue to 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 and often are the most likely group to know in advance about potential school violence.

Bear Mountain employs a principal, vice principal and several morning and noon 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 Bear Mountain make themselves available for pupils to safely report troubling behaviors that may lead to dangerous situations. Students and parents can call the school, use the STOPit App, ParentSquare, or use Google Chat or e-mail to share their concerns.

When it comes to school safety, pupils are taught that if they hear or see a safety concern, they must report it by telling an adult or Safe School Ambassadors and/or by using the STOPit app and anonymous Bullying Reporting Report if it pertains to bullying. If it deals with sexual harassment of any sort, they are taught to immediately report their concerns to an adult or staff member.

Effective relationships between the school administration, staff, campus supervisors, school social worker, 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

Bear Mountain recognizes that Unlawful Demonstrations or Walkouts may be committed by students, 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 Verkada Visitor System which is used district-wide. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session. They must provide a government ID to sign in through the Verkada System. Furthermore, the school administration, staff or campus supervisors may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

Visitors and Disruptions to Educational Process

We limit outside visitors onto the site unless it is for IEP meetings, they are providing a direct service to our students, or a scheduled event such as Lunch on the Lawn where parents have to sign in to come on campus. Bear Mountain is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Bear Mountain has minimized the number of campus entrances 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 in addition to vendors being checked in with the Verkada System. The campus has perimeter fencing for added safety.

Bear Mountain currently has the following additional strategies in place to ensure the physical safety of students and staff:

- Classroom doors are kept closed and locked at all times.
- School personnel are posted in highly visible areas for arrival, student breaks, lunch, and dismissal periods equipped with whistles, radios, and fanny packs with basic first aid supplies and bright vests.
- Earthquake and Lockdown Drills are conducted on a Quarterly basis.
- Fire drills are conducted monthly to practice and implement disaster protocols and debrief.
- Automated External Defibrillator (AED) Drill are conducted annually.
- Safety meetings with staff are held to discuss updates and input.
- Safety folders and vest are provided to staff members with responsibilities, staff phone numbers, Incident Command, Standard Response Protocols and maps
- Night lighting for after school student activities and night crew work is set on a timer for safety.
- Crossing guards will be available at crosswalk areas.
- School is in Excellent repair per Williams Act reviews and is kept clean by site personnel.
- Technology including computers, email, an alarm system, and phones in rooms provide security and ease of communication.
- An evacuation map identifies appropriate routes for exit in the event of an emergency and for drills. Staff and students practice an off-campus evacuation drill once a year.
- Student feedback indicated that the need for additional supervision during recess periods, more cameras, a safer drop-off/pick-up in the parking lot, and more playground activities.
- All Preschool staff is certified with CPR certificates.
- Special Ed staff, PE teacher, Campus Supervisors and site administrators are ProAct trained .
- Preschool Gates are locked and secured at all times.

Safe School Plan strategies that address the physical safety of students and staff include:

- Site representatives to update skills, retrain, or train on a yearly basis for positions held on the safety team.
- Hold safety meetings to practice scenarios and get teacher input. Implement safety video for students as suggested by teachers.
- Staff members informed at safety meeting to call 911/Lockdown if witnessing emergency/danger.

- All visitors must check-in using the Verkada system. Any person without ID or visitor badge will be treated as an intruder.
- Provide substitutes with an Emergency folder with safety information and protocol.
- Assign parking lot duty during pick up and drop off times. Cones have been placed to designate areas for arrival and dismissal in an orderly fashion.
- Site administration to make arrangements for revised duty schedules and assignments to extend support inside and outside school gates.
- Administrator attended Suicide: prevention, intervention, postvention workshop.
- Safe School Ambassadors meet to discuss how to help or address concerns with peers and teachers. They also provide suggestions and ways to increase feeling safe at school.
- Ongoing checks for PA system in place to ensure communication in the event of emergency.
- Gates are secured and locked at all times. Ample supervision is provided at all times.

District Policies in Place:

- Williams Act Reporting
- Disaster Procedure Review

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

The Arvin Union School District provides yearly training as required for staff and related personnel/volunteers through Get Safety Trained.

Student ID cards through LifeTouch include the Number for the National Domestic Violence Hotline, the number for the 988 Suicide and Crisis Lifeline, and will include the Trevor Projects LGVTQ+ suicide hotline when printed for the 2026-2027 school year.

National Domestic Violence Hotline = 1-800-799-7233 (SAFE)

Suicide and Crisis Lifeline = 988

Trevor Project =1-866-488-7386

CHILD ABUSE OR NEGLECT OR SEX OFFENCES REPORTING PROCEDURES

Board Policy 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED

Original Adopted Date: 06/23/2015 | Last Revised Date: 11/18/2025 | Last Reviewed Date: 11/18/2025

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

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

Child Abuse Prevention

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

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

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

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

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

Child Abuse Reporting

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

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

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

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

CHILD ABUSE OR NEGLECT OR SEX OFFENCES REPORTING PROCEDURES

Regulation 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED

Original Adopted Date: 08/17/2021 | Last Revised Date: 11/18/2025 | Last Reviewed Date: 11/18/2025

Definitions

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

- *A physical injury or death inflicted by other than accidental means on a child by another person
- *Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- *Neglect of a child as defined in Penal Code 11165.2
- *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
- *Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

- *A mutual affray between minors (Penal Code 11165.6)
- *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)
- *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)
- *An injury caused by a district 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)
- *Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Additionally, general neglect does not include: (Penal Code 11165.2)

- *A parent/guardian's economic disadvantage
- *A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons

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

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, 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 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

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

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 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 agencies:

Child Protective Services

100 E. California Avenue, Bakersfield, CA 93307
661-631-6011 (Office) 661-631-6568 (Fax for SCAR)

Arvin Police Department

200 Campus Drive, Arvin, CA 93203
661-854-5583

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.

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
- *The child's name and address, present location, and, where applicable, school, grade, and class
- *The names, addresses, and telephone numbers of the child's parents/guardians
- *The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- *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)

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. Additionally, 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)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

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

*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

*The selected person shall not participate in the interview

*The selected person shall not discuss the facts or circumstances of the case with the child

*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)

Release of student form is required to be completed with official's information prior to student release and kept on file.

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property 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 on district property, 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. Additionally, the district 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:

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 (Penal Code 11172)

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)

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)

Policy 4119.24: Maintaining Appropriate Adult-Student Interactions Status: ADOPTED
Original Adopted Date: 09/10/2019 | Last Reviewed Date: 09/10/2019

The Board of Trustees desires to provide a positive school environment that protects the safety and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this

policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:

Initiating inappropriate physical contact

Being alone with a student outside of the view of others

Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent

Maintaining personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent/guardian or the principal

When communicating electronically with students, employees shall use district equipment or technological resources when available. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee

Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students

Addressing a student in an overly familiar manner, such as by using a term of endearment

Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

Sending or accompanying students on personal errands unrelated to any legitimate educational purpose

Transporting a student in a personal vehicle without prior authorization

Encouraging students to confide their personal or family problems and/or relationships

Disclosing personal, family, or other private matters to students or sharing personal secrets with students

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

Disaster Plan

The district uses the Incident Command System. In the event of a major disaster, there is no guarantee that emergency medical, police, or fire personnel will be available 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 a specific disaster occurs.

DRILLS:

The California Education Code requires the following drills each year -

***Elementary:**

****Fire drills once per month**

****Earthquake drills four times per year (quarterly)**

***Middle School:**

****Fire drill four times per year**

****Earthquake drill four times per year**

*****It is the intent of the district that all district schools practice drills following the stricter requirements noted for elementary schools. All drills are expected to be practiced following direct instruction which guides response. All drills are expected to be age appropriate to avoid undue stress.**

DRILL TYPE:

Fire Drill Dates:

Earthquake Drills (Duck/Cover/Hold) Dates:

Lockdown Drill Dates:

Shelter In Place Drill Dates:

Evacuation Drill Dates:

Multi-option drills including table top drills may be scheduled throughout the year. Discussion and role-playing is intended to occur at regular staff meetings as part of the regularly scheduled safety plan review.

CRISIS RESPONSE BOX AND EMERGENCY SUPPLY KIT:

Each site and satellite office is outfitted with crisis response materials which are contained within a red rolling Milwaukee Pack-Out kit. Each set contains 3 components including tools, office supplies, medical supplies, reunification materials, signage materials, etc. which have been determined to be helpful in case of an emergency. Kits are to be mobilized during every practice and reviewed for completeness after each drill.

DISASTER SERVICE WORKER STATUS:

Government Code 3100:

It is hereby declared that the protection of health and safety and preservation of lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them

by their supervisors or by law. (Amended by Stats. 1971, Ch. 38)

Ramifications of this law are that public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours - in those cases the district pays their overtime pay.

I. INCIDENT COMMAND SYSTEM

Incident Commanders: Principal Ricardo Salinas, Vice Principal Sarah Randle, and Academic Coach/admin designee Elizabeth Aguilar

Operations Chief: Sarah Randle, Norma Beiber & Jill Gyll

First Aid: Cheryl Brown, Carmelita Vega

Search & Locate: Amelia Azpitarte, Christy Vargas, Steve Cunicelli

Maintenance/Fire: Maria Garcia, Michael Martinez

Accountability: Norma Beiber

Student Release: Jessica Benavides, Marlen De Leon, Sussan Garcia

Assembly Shelter: Bruce Witte, Eusebio Andrade

Security: Javier Pacheco, Jesus Acosta, Sabrina Martinez

Logistics Chief: Jim Ventura, Steven Cunicelli

Transportation: Josh Jaime

Food/Water/Supplies: Esther Solorio, Elida Verduzco

Resources Communication: Jennifer Barrera, Yareli Pantoja

Planning/Intelligence: Marlen De Leon, Enedina Gallardo, Jennifer Barrera

Incident Log: Jennifer Barrera, Amber Barnard

Mental Health Crisis Team: Lesly Gonzalez, Michelle Jaime

Administrative Finance: Jessica Benavides, Juan Medrano

Accounting: Jessica Benavides

Record Keeping: Juan Medrano, Jasmine Gonzalez

Public Information Officer: Veronica Cruz, Kerrie Nisser

Safety: Michael Martinez, Stephen Martinez

Scribe: Gabriel Vargas, Jim Ventura

II. 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 - 854-6543

SITE NURSE – 854-6590 X 71007

SITE PSYCHOLOGIST – 854-6590 x 72023

TECHNOLOGY COORDINATOR – 854-6524

III. 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/MAKE SHIFT TOILETS

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 LEAD 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

Adaptations for Students with Disabilities

Arvin Union School District is a part of the Kern County Consortium SELPA and adheres to their guidelines listed in their procedural manual which are in accordance with California State Ed Code safeguards for students with disabilities. Their procedural manual can be found at <https://kern.org/special-education-local-plan-area/wp-content/uploads/sites/17/2024/09/2024-Kern-County-Consortium-SELPA-Procedural-Manual-1.pdf>. Below, we have outlined AUSD specific policies and procedures to comply with individualized emergency response for students with disabilities.

I. Commitment to Individualized Response The District recognizes that students with disabilities, particularly those with Extensive Support Needs (ESN), require emergency responses tailored to their specific cognitive, physical, and medical profiles. Rather than a

"one-size-fits-all" approach, emergency procedures for these programs shall be guided by the student's Individualized Health Plan (IHP) or accommodations page as required in CA Ed Code 56345(a)(9), 49423.5 and 32282. Staff are authorized to deviate from standard "run-hide-fight" or "standard evacuation" protocols when a student's physical disability or sensory processing needs require an alternative safety strategy, which will be outlined in their IHP or accommodations (templates attached).

II. Equipment and Mobility Logistics During any emergency or drill, priority shall be given to the transport and continuous operation of life-sustaining equipment, including but not limited to: oxygen tanks, AAC communication devices, mobility frames, and specialized seating. Staff assigned to ESN classrooms are responsible for ensuring that "Go-Bags" containing student-specific emergency necessities and sensory regulation tools are accessible during all transitions, including mainstreaming periods.

III. Sensory and Behavioral Stability Recognizing that emergency alarms and high-stress environments may trigger significant behavioral or medical crises (e.g., seizures, elopement, or self-injury), the District authorizes the use of modified "Quiet Sheltering" and staggered evacuation for students with severe sensory sensitivities, provided it does not create an immediate life-safety conflict. Post-incident protocols will include immediate 1-on-1 "De-escalation and Re-regulation" support to assist students in returning to a baseline of safety, acknowledging that the trauma of a drill or event may manifest differently in neuro-divergent populations.

Arvin Union Schools addresses access and functional needs of student and adult populations in responding to emergencies. Below are types of information considered during emergency response.

ELEMENTS OF NEEDED EVACUATION INFORMATION

The evacuation routes and safe refuge areas on school campuses include processes to ensure life safety during emergencies, to account for people, and to return them home safely as part of every incident. We utilize the Standard Response Protocol described in this plan to inform emergency responses.

GENERAL CATEGORIES OF SPECIAL NEED AND DISABILITY

The district is responsible for serving students with disabilities both in our district and with partner services with Kern County Superintendent of Schools. During an emergency most students would be on one of our 4 campuses.

SERVICE ANIMALS

The use of service animals is approved on a case-by-case basis in the IEP or 504 accommodation plan for each student. If a site has a student with a service animal, the safety and well being of the animal is to be considered during emergency responses.

STANDARD BUILDING EVACUATION

Every school in the district has posted evacuation routes developed and maintained by the site administration. Sites routinely design their evacuation procedures, including safe refuge locations and evacuation routes with the wide diversity of access and functional needs of that school's current student population in mind.

MOBILITY IMPAIRMENT

Staff and students with mobility impairment have a combination of assistive technology and additional staff available to them during emergency and non-emergency times of attendance. In addition to these accommodations, sites have utility carts to assist with transporting students.

VISUAL IMPAIRMENT

Staff and students with visual impairment are provided accommodations by school administration to ensure their safety during an emergency. This may include guidance from school staff or assistance with a more rapid transit around the campus using staff and available carts/wheelchairs.

HARD OF HEARING OR DEAF

Staff and students who are hard of hearing or deaf have listening amplification devices and staff who are aware of their needs at school. Most classrooms are equipped with visual emergency notification devices as part of the fire alarm system on campus.

SPEECH IMPAIRMENT

Students with speech impairment that may impact emergency procedures have Individual Education Plans that are designed to

accommodate their custody and supervision.

COGNITIVE IMPAIRMENT

Students with cognitive impairment that may impact emergency procedures have Individual Education Plans that are designed to accommodate their custody and supervision.

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. District office phone number 661-854-6500

Intra - district collaboration includes possible shelter at:

Bear Mountain Elementary - Ricardo Salinas, Principal 661-854-6590

Sierra Vista Elementary - Rosemarie Borquez, Principal 661-854-6560

El Camino Real - Guadalupe Calderon, Principal 661-854-6661

Haven Drive Middle School - Magdalena Hernandez, Principal 661-854-6540

In events of isolated danger, sites will go to the closest school.

In events of school areas affected, sites will be sent to a school across town with ECR and BME to partner with SV and HD.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The following Principal designees have been identified for this school:

The following staff members may be enlisted to support with investigations at the site level:

The district does not promote nor encourage in-school suspension. The Arvin Union School District focus is on restorative processes and an Alternative Learning Academy setting is available on the Haven Drive Middle School Campus. A formal referral process is required to be completed and the student must have committed a suspendable offense.

Policy 5144.1: Suspension And Expulsion/Due Process Status: ADOPTED

Original Adopted Date: 01/15/2019 | Last Revised Date: 11/19/2024 | Last Reviewed Date: 11/19/2024

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

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

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

*While on school grounds

*While going to or coming from school

*During the lunch period, whether on or off the school campus

*During, going to, or coming from a school-sponsored activity

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

Appropriate Use of Suspension Authority

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

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

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

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

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

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

Authority to Expel

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

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

*Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

*Selling or otherwise furnishing a firearm

*Brandishing a knife at another person

*Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

*Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

*Possessing an explosive as defined in 18 USC 921

*For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

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

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

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

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

Regulation 5144.1: Suspension And Expulsion/Due Process Status: ADOPTED

Original Adopted Date: 01/15/2019 | Last Revised Date: 11/19/2024 | Last Reviewed Date: 11/19/2024

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)

*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 Governing Board for students of the same grade level

*Referral to a certificated employee designated by the principal to advise students

*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, so long as removal from a particular class does not occur more than once every five school days

*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 "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:

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))

*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))

*Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

*Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

*Committed or attempted to commit robbery or extortion (Education Code 48900(e))

*Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

*Stole or attempted to steal school property or private property (Education Code 48900(g))

*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))

*Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

*Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

*Knowingly received stolen school property or private property (Education Code 48900(l))

*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))

*Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

*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))

*Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

*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))

*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(s) 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 "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 message, text, sound, video, or image

*A post on a social network Internet website, 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))

*Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

*Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

*False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

*An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

*When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

*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 out the crime. (Education Code 48900.7)

*A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

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:

*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)

*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)

*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)

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 #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (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 has suspended 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 requested by the parent/guardian or teacher. (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)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (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 away from school 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 upon a student, including supervised suspension, 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 class, 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:

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 in the student's defense. (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, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. 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 for the conference. (Education Code 48911)

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)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, 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 shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct 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, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

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)

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.

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

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, 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. At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall 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)

- *Causing serious physical injury to another person, except in self-defense
- *Possession of any knife or other dangerous object of no reasonable use to the student
- *Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
 - *The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
 - *The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

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

In determining whether 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))

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)

Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

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))

*The date and place of the hearing

*A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

*A copy of district disciplinary rules which relate to the alleged violation

*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).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney 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.

Non-attorney 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.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

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, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar 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

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 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))

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))

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(ii))

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 #6 below. (Education Code 48918(i))

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," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

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

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

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)

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

*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

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

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

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

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.

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

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

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

The person conducting the hearing may:

*Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

*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

(Permit one of the support persons to accompany the complaining witness to the witness stand)

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 "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)

Periodic review, as well as assessment at the time of review, for readmission

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:

The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

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:

The student's pattern of behavior

The seriousness of the misconduct

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:

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)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

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" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

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)

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)

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))

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

If a student is expelled from school, 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)

Appropriately prepared to accommodate students who exhibit discipline problems

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

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:

The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, 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 the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

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 student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

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)

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

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, 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.

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)

Regulation 5144.2: Suspension And Expulsion/Due Process (Students With Disabilities) Status: ADOPTED

Original Adopted Date: 06/26/2012 | Last Revised Date: 11/19/2024 | Last Reviewed Date: 11/19/2024

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

Suspension or expulsion of a student with disabilities shall be in accordance with Board Policy 5144.1 - Suspension And Expulsion/Due Process and this administrative regulation.

When a student with disabilities exhibits behavior which impedes the student's own learning or that of others, the student's individualized education program (IEP) team shall consider positive behavioral interventions and supports, and other strategies, to address the behavior. (Education Code 56521.2; 20 USC 1414)

Suspension

The Superintendent, principal, or designee may suspend a student from school for up to five consecutive school days, unless the suspension has been extended following a recommendation for expulsion. (Education Code 48911)

A student may usually be suspended from school for up to 20 cumulative school days, or 30 cumulative school days as permitted by Education Code 48903, in a school year as long as the pattern of suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from the student's current educational placement for disciplinary reasons constitutes a change of placement.

A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)
A decision has been made that would result in the removal of the student for more than 10 consecutive school days

The student has been subjected to a series of removals that constitute a pattern because of all of the following:

The series of removals total more than 10 school days in a school year

The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals

Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another

If a student's removal is determined to be a change of placement as specified in Items #1-2 above, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in the student's IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to the student or the student's parent/guardian when, as a result of a suspension, the student is excluded from school bus transportation. (Education Code 48915.5)

The principal or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)
Carries or possesses a weapon, as defined in 18 USC 930

Knowingly possesses or uses illegal drugs

Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

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

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

Manifestation Determination

The following procedural safeguards shall apply when a decision has been made to suspend a student with a disability for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504

If the student is a foster youth, the notice shall be given to the student's educational rights holder, attorney, and county social worker, and, if the student is an Indian child, the student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5; 20 USC 1415(k)(1)(H); 34 CFR 300.530)

Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action (20 USC 1415(k)(1)(E); 34 CFR 300.530)

If the student is a foster youth or Indian child, the foster youth's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, shall be invited to participate in the manifestation determination review. (Education Code 48915.5)

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

Caused by or had a direct and substantial relationship to the student's disability

A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student

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

The student shall be returned to the placement from which the student was removed, unless the parent/guardian and

Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of the disability, the student may be disciplined in accordance with the procedures for students without disabilities

However, the student's IEP team shall determine services necessary to enable the student to participate in the general education curriculum in another setting and to allow the student to progress toward meeting the goals set out in the IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

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

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

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

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in Administrative Regulation 5144.1 - Suspension And Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that the student's information or records will not be disclosed to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been

expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services

The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311

The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed the student to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that the student was not an individual with a disability. (20 USC 1415(k)(5); 34 CFR 300.534)

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

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

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

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reasons(s) a student has been suspended. Sites have developed procedures to provide this information, including but not limited to information provided in the student information system.

Pursuant to Education Code 48267, the Kern County Probation Department notifies the district regarding students who have engaged in certain criminal conduct. This information is forwarded to site administration.

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 through written communication.
2. Teachers are advised about the confidential nature of the data.
3. Suspension reports are filed in the student's cumulative file and a copy is sent to District Office.
4. Teachers will receive an email from School Innovations & 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.

SUMMARY OF ED CODE INFRACTIONS

Ed. Code 48915(c)

A pupil shall be immediately suspended and then recommended for expulsion for the following violations (possible calendar year)

- (c)(1) possessed, sold, furnished a firearm
- (c)(2) brandished a knife at another person
- (c)(3) sold a controlled substance
- (c)(4) committed or attempted to commit a sexual assault, or committed a sexual battery
- (c)(5) possession of an explosive (not firecrackers)

Ed. Code 48915(a)

Unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct: a pupil shall be suspended and recommended for expulsion for the following violations:

- (a)(1)(A) caused serious physical injury to another person (needed medical attention by physician)
- (a)(1)(B) possessed any knife, or other dangerous object (knife: fixed blade, or locking blade, or 3 1/2 "blade)
- (a)(1)(C) possession of a controlled substance, except for the first offense of not more than one ounce of marijuana (other than concentrated cannabis) or over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- (a)(1)(D) committed robbery or extortion
- (a)(1)(E) committed assault or battery upon any school employee

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- (a)(1) caused, or attempted, or threatened to cause physical injury to another person
- (a)(2) willfully used force or violence upon the person of another, except in self defense
- (b) sold, or furnished or possessed a knife, explosive or dangerous object
- (c) use, or under the influence, sold or possession or furnished a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) LOOK-ALIKE SUBSTANCE: unlawfully offered, arranged, or negotiated to sell any controlled substance and then sold, delivered or furnished a look-alike substance
- (e) attempted to commit robbery or extortion
- (f) caused or attempted to cause damage to school property or private property
- (g) stole or attempted to steal school property or private property
- (h) possessed or used tobacco or nicotine products
- (i) committed an obscene act or engaged in habitual profanity or vulgarity (suspension only, and only after first instituting other means of correction to address such conduct)

- (j) possessed, offered, arranged, or negotiated to sell any drug paraphernalia
- (k) disruption of school activities OR willfully defying the valid authority of school personnel (suspension only, and only after first instituting other means of correction to address such conduct)
- (l) knowingly received stolen school property or private property
- (m) possession of an imitation firearm
- (n) committed or attempted to commit a sexual assault or committed a sexual battery
- (o) harassed, threatened, or intimidated a pupil who is a complaining witness
- (p) unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) engaged in, or attempted to engage in hazing
- (r) engaged in an act of bullying, including bullying committed by means of an electronic act (see KHSD Administrative Regulation 5144.1)
- (t) related to aiding or abetting the infliction or attempted infliction of physical injury to another person (suspension only)
- (.2) engaged in sexual harassment
- (.3) attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in E.C. 233(e) (PDV)
- (.4) engaged in harassment, threats, or intimidation against school district personnel or pupils
- (.7) terroristic threats against school officials or school property, or both

Policy 4158: Employee Security Status: ADOPTED

Original Adopted Date: 04/18/2006 | Last Revised Date: 05/20/2025 | Last Reviewed Date: 05/20/2025 [see more](#)

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with Board policy, administrative regulation, and Penal Code 22810. Any employee authorized to carry or possess pepper spray on school property who is negligent or careless in the possession or handling of pepper spray is acting outside of the scope of employment and shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:

Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

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

BOARD POLICY 5145.7: Sex Discrimination and Sex-Based Harassment
Last revised date 8/20/2024 Arvin Union School District

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sex discrimination, including sex-based

harassment, on school grounds or at a school-sponsored or school-related activity, or off-campus when the conduct 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 sex discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall ensure that all district staff are trained regarding the district's sex discrimination and sex-based harassment policy, and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment. (34 CFR 106.8)

Instruction/Information

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

1. What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based 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 sex discrimination or sex-based harassment under any circumstance
3. Encouragement to report observed incidents of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or 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 sex discrimination or sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination or sex-based 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 sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or 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 sex discrimination and/or sex-based 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 sex discrimination or sex-based 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 sex discrimination or sex-based harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sex discrimination and/or sex-based harassment, any student found to have engaged in sex discrimination, and/or sex-based 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 sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination against, and/or sex-based 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

The Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

BOARD POLICY 5145.9: Hate-Motivated Behavior last revised date 8/17/2021

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.

BOARD POLICY 5145.3: Non-discrimination/Harassment last revised date 8/20/2024

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, of 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; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; parental, marital, and family status; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; 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 could 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, participates, or refuses to participate 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; 34 CFR 106.8)

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.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

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, when required by law. However, complaints alleging sex discrimination, including sex-based harassment, under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment 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.

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

BOARD POLICY 5132 Dress and Grooming

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

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)

ADMINISTRATIVE REGULATION 5132 Dress and Grooming
last revised / original adoption date 7/16/2019

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

(Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

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

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Policy 5136: Gangs Status: ADOPTED

Original Adopted Date: 02/20/2007 | Last Revised Date: 09/10/2019 | Last Reviewed Date: 09/10/2019 see more

The Board of Trustees desires to keep district schools free from the threats or harmful influence of any groups who exhibit behavior disruptive to the school environment and/or the safety and well-being of students. The Board additionally desires to provide support and intervention to students who are members of gangs to enable them to successfully disengage from gang involvement and be successful in school.

The Superintendent or designee shall develop strategies for gang prevention that address the reasons that students may become involved in gangs, including the identity, recognition, or status achieved as being part of a gang, protection from gang violence in the community, the need for companionship and an extended family, intimidation to join a gang, desire to join a gang to be in a position to intimidate others, and/or connection with criminal activity.

Gang violence prevention shall start as early as possible and include, but not be limited to, age-appropriate education that focuses on developing emotional and social competence, increasing prosocial peer bonds, strengthening attachment and commitment to school, and enhancing cooperative learning skills. Prevention shall also include improving parent/guardian involvement in and support for their children's academic progress, as well as ongoing gang awareness education for parents/guardians, including gang identifiers.

The Superintendent or designee shall take steps to deter gang activity on school campuses, including threats and intimidation of students and staff, recruitment or intimidation of students to join gangs, bullying, fighting, criminal activities, and confrontations between members of different gangs.

The Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the principal or designee and the student's parent/guardian.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. The Superintendent or designee shall also provide staff development on social and emotional learning, classroom management, interactive teaching, and cooperative learning skills.

The Superintendent or designee may consider gang activity prevention and intervention when developing programs outside of the school day.

The Superintendent or designee shall collaborate with child welfare services, mental health agencies, social services, and local law enforcement authorities in the prevention and intervention of gang activity.

Regulation 5136: Gangs Status: ADOPTED

Original Adopted Date: 02/20/2007 | Last Revised Date: 09/10/2019 | Last Reviewed Date: 09/10/2019 see more

Prevention, Intervention, and Suppression Measures

The Superintendent or designee shall become informed of the gang history in the district and community, conduct assessments of current gang activity at the school sites, and document and follow up on gang-related incidents.

In order to discourage the influence of gangs, the following measures shall be implemented:

Any student suspected of gang affiliation based on the display of behavior, gestures, apparel, or paraphernalia shall be referred to the principal or designee, and the following actions taken, as appropriate:

The student's parent/guardian shall be contacted and may be asked to meet with school staff in order to proactively address the concern and be included as part of the solution.

The student may be sent home to change clothes if necessary.

The student's behaviors and progress in school shall be documented, including attendance and grades.

Intervention techniques such as mentoring, academic support, and a system of wraparound support service shall be implemented to help the student disengage from gang involvement.

Consistent and graduated discipline and accountability shall be implemented when appropriate and combined with positive support using conflict-resolution strategies and other restorative justice practices demonstrated to be effective with gang-involved youth.

Students shall be offered help in rejecting gang associations, including possible referral to community-based gang suppression and prevention organizations.

Law enforcement shall be notified if the student is suspected of being involved in gangs.

Any graffiti on school premises shall be removed, washed down, or painted over as soon as discovered. Graffiti shall be documented and photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders. This information can also be used to determine whether a threat or incident is imminent.

Classroom and after-school programs may include gang prevention lessons that are taught jointly by teachers, counselors, law enforcement, and/or other organizations that are knowledgeable about gang prevention and shall:

Provide social and emotional learning designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities

Explain the dangers of gang membership

Provide counseling for targeted at-risk students

Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anti-bullying, anger management, acceptance, and mediation skills

Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang

Provide school-to-career instruction

Provide positive interaction with local law enforcement

Staff shall actively promote membership in authorized school clubs and student organizations, sports and cultural activities and affiliations with the local community, and community service projects which can provide students companionship, safety, and a sense of purpose and belonging.

Parent/Guardian and Community Outreach

The Superintendent or designee may offer gang prevention classes or counseling for parents/guardians which may address the following topics:

The reasons students join gangs

The dangers and consequences of gang membership

Warning signs which may indicate that students are at risk of becoming involved with gangs, including the use of social media for gang communication and promotion

The nature of local gang apparel and graffiti

Effective parenting techniques and planning family time

Conflict resolution techniques

In addition, the Superintendent or designee may offer community programs that address the scope and nature of local gang problems and strategies by which each segment of the community may alleviate gang problems.

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

Bear Mountain Elementary begins providing adult supervision of students at 7:30 a.m. For safety reasons, we ask that children do not arrive before this time. Parents accompanying children on campus, as well as all visitors, will be required to report to the office, provide a government issued photo ID, and be screened by the computerized Visitor Management System VERKADA prior to getting access to the campus.

SIDE GATE :

Monitored gate area for students only: walkers and drop off/pick up (7:30am-8:00am, 2:12-2:20pm)

This is a loading/unloading zone only – No parking

TK GATE:

Monitored gate area for students only: walkers and drop off/pick up (7:30am-8:00am, 2:12-2:20pm)

This is a loading/unloading zone only – No parking

OFFICE :

Entry through office only (7:30 a.m. – 4:00 p.m. Monday through Thursday/ 3:30 on Friday)

Parents/visitors are welcomed to park for office business and/or entry to campus in any designated visitor parking or on the street. All visitors must present a photo ID and be screened by the computerized Visitor Management System prior to getting access to the campus.

In order to ensure school safety during student arrival time, visitors will be allowed to enter campus after 8:15am with government issued ID.

Bus drop off and pick up area only – this is not a loading or drop off zone. No parking is allowed here along the curb.

Students arriving after 8:00 AM are late and will need to pass through the office for a late pass.

In addition, ParentSquare messages 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 supervise the valet in the drop off zone near the parking lot and assist with student safety on a daily basis. Safe School Ambassadors/SOAR Patrol greet students and assist families at the gate and within the school to walk students to class. Yard duty aides and teachers are assigned duty 15-30 minutes before and after school to provide both before and after school supervision. Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department is contacted.

CROSSING GUARDS:

The school employs trained crossing guards at designated intersections during arrival and dismissal times. Their purpose is to ensure safe pedestrian crossing, reduce traffic conflicts, and provide supervision in areas where vehicle-related incidents (e.g., DUI, speeding, distracted driving) may pose heightened risks. Crossing guards coordinate with school administration and local law enforcement to address unsafe traffic patterns and to monitor any community crimes that may affect student travel.

Procedures for Students Who Walk, Bike, or Ride Scooters:

Students must use designated crosswalks staffed by crossing guards.

Bike and scooter riders are encouraged to wear helmets and follow posted traffic safety rules.

Students must park bikes and scooters only in school-designated secure parking areas.

Policy 1250: Visitors/Outsiders Status: ADOPTED

Original Adopted Date: 06/26/2012 | Last Revised Date: 02/18/2025 | Last Reviewed Date: 02/18/2025 see more

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program consistent with this Board policy, the accompanying administrative regulation, and any procedures established by the Superintendent or designee.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours shall be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

Any person who is not a student or staff member shall register immediately as a visitor upon entering any school building or grounds when school is in session.

The principal or designee shall provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

Any visitor who is in a school building or on school grounds when school is in session shall behave in an orderly manner while on school grounds and by utilizing the district's complaint process if they have concerns with any district program or employee. In accordance with Penal Code 626.7 and Administrative Regulation 3515.2 - Disruptions, the principal or designee shall request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds, in accordance with Board Policy and Administrative Regulation 3515.5 - Sex Offender Notification. The principal shall report to the Superintendent or designee anytime such a request is received and notify the Superintendent or designee if permission is granted or denied. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

Regulation 1250: Visitors/Outsiders Status: ADOPTED

Original Adopted Date: 04/19/2005 | Last Revised Date: 02/18/2025 | Last Reviewed Date: 02/18/2025

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. (Education Code 35160)

Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

Name, address, and occupation

Age, if less than 21

Purpose for entering school grounds

Proof of identity

Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any visitor if the principal or designee reasonably concludes that the individual'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 or designee may revoke any visitor's registration if there is a reasonable basis for concluding that the individual'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. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee shall request that the individual promptly leave school grounds. If a visitor is shown reasonable cause to believe that the visitor is willfully disrupting the orderly operation of a school the principal or designee may issue a "Stay Away Letter" in accordance with Penal Code 626.4.

When a visitor is directed to leave, the principal or designee shall inform the visitor that if the visitor reenters the school within seven days the visitor may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal either of these determinations by submitting, within five days after the person's departure from school, a written request for a hearing to either the Superintendent or the principal of the school at which the registration was denied or revoked. This request must state why the person believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

Policy 3515.5: Sex Offender Notification Status: ADOPTED

Original Adopted Date: 10/18/2005 | Last Revised Date: 02/18/2025 | Last Reviewed Date: 02/18/2025

In order to protect students while they are traveling to and from school, or attending school or a school-related activity, the Governing Board believes it is important that the district respond appropriately when a law enforcement agency notifies the district about registered sex offenders who may reside or work within district boundaries.

The Superintendent or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Superintendent or designee also shall establish procedures for notifying appropriate staff as necessary.

Any district employee to whom sex offender information is disclosed by a law enforcement entity shall disclose the information only when authorized by the law enforcement entity and in the manner authorized.

The Superintendent or designee may annually notify parents/guardians of the availability of information about registered sex offenders on the Department of Justice's Megan's Law website

Regulation 3515.5: Sex Offender Notification Status: ADOPTED

Original Adopted Date: 06/14/2016 | Last Revised Date: 02/18/2025 | Last Reviewed Date: 02/18/2025 see more

The Superintendent or designee shall develop a plan for receiving and communicating information about registered sex offenders residing within district boundaries. The Superintendent or designee shall ensure, at a minimum, that the following components are part of the plan:

The Superintendent or designee shall appoint a staff member to serve as the liaison with law enforcement regarding sex offender information in relation to the safety of children

The Superintendent or district liaison shall, at the beginning of each school year, contact local law enforcement to coordinate the receipt of information

Law enforcement shall be informed that all notifications and correspondence should be directed to the liaison as well as the individual school sites

A letter shall be sent annually to local law enforcement, identifying the name, phone number, and address of the liaison.

The Superintendent or district liaison shall collaborate with law enforcement in order to alert children to the dangers of sex offenders, develop a system for distributing information about sex offenders, and train school staff and parents/guardians about the roles and responsibilities of both the district and law enforcement

The Superintendent or district liaison shall, at the beginning of each school year, notify parents/guardians of the district's willingness and intention to work with law enforcement on keeping children safe from sex offenders and shall explain the appropriate roles and responsibilities of both the district and law enforcement

This communication shall also explain:

The reporting requirements pursuant to Penal Code 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender

The ability of the parents/guardians to contact law enforcement for additional information and to view the information on the Department of Justice's (DOJ) Megan's Law website

When law enforcement notifies the district of the residency or employment of a sex offender within district boundaries, the Superintendent or district liaison shall consult with law enforcement about the appropriate scope of the disclosure

Any staff member who receives information directly from law enforcement regarding registered sex offenders shall immediately contact the Superintendent or district liaison in order to help ensure that the district is able to respond appropriately

If an identified sex offender is seen on or near school grounds or around any child, staff shall immediately contact the district liaison, who shall inform local law enforcement accordingly

Notification to Parents/Guardians

When law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Superintendent or district liaison shall collaborate with local law enforcement in order to determine an appropriate response. This response may include:

An article in a school or parent council newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the school office

A mailing, at law enforcement's expense, prepared by law enforcement, and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders

A mailing of a letter, at district expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders

The article and mailings listed above shall encourage parents/guardians to contact local law enforcement and access the DOJ's Megan's Law website for additional information.

Whenever the principal has granted permission to a person who is required to register as a sex offender pursuant to Penal Code 290 to come into a school building or upon school grounds to volunteer at the school, the principal or designee shall notify the parent/guardian of each student at that school, at least 14 days in advance, that a registered sex offender has been granted such permission, the date(s) and times for which permission has been granted, and the parent/guardian's right to obtain information regarding the person from a designated law enforcement agency. This notice shall be provided by regular mail or any other method normally used by the district to communicate with parents/guardians in writing. If a parent/guardian requests such notice in electronic format, the district shall provide electronic notice. (Education Code 48985, Penal Code 626.81)

Policy 5142: Safety Status: ADOPTED

Original Adopted Date: 04/17/2007 | Last Revised Date: 11/18/2025 | Last Reviewed Date: 11/18/2025

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

District staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, district-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed

Regulation 5142: Safety Status: ADOPTED

Original Adopted Date: 04/17/2007 | Last Revised Date: 11/18/2025 | Last Reviewed Date: 11/18/2025 [see more](#)

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

Students shall be released during the school day only to the custody of an adult who is one of the following:
The student's custodial parent/guardian

An adult authorized in the district's student information system as an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity

An authorized law enforcement officer acting in accordance with law

An adult taking the student to emergency medical care at the request of the principal or designee

Supervision of Students

Teachers shall be present on their work site by the time their work day begins. Teachers shall be present at their respective rooms and shall open them to admit students at the bell or when class is scheduled to start. Administration may request that staff open their doors on an urgency basis for weather, safety or unforeseen need at the time their work day begins.

Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any unusual incidents to the principal or designee and file a written report as appropriate.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. (Education Code 49390)

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:
Clearly identify supervision zones and require all playground supervisors to remain at a location from which they can observe their entire zone of supervision and be observed by students in the supervision zone

Consider the size of the playground area, the number of areas that are obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to 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. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Additionally, all staff and other school officials shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats. The training shall be documented and kept on file.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them the 988 Suicide and Crisis Lifeline and the National Domestic Violence Hotline (1-800-799-7233). Additionally, student identification cards of students in grades 7-12 may have printed on them a quick response (QR) code that links to the county's mental health resources website. (Education Code 215.5)

Student Safety Patrols

A school safety patrol shall be composed of students of the school selected by the principal or designee and shall be allowed to serve only with written consent of the students and the student's parents/guardians. Patrol members shall be at least 10 years of age and in the fifth grade. (Education Code 49302; 5 CCR 571)

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

Playground Safety

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

The Superintendent or designee may permit students to avoid overexposure to sun when they are outdoors and evaluate the adequacy of shade in playground areas in accordance with Board Policy 5141.7 - Sun Safety.

Activities with Safety Risks

Due to concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during district-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

Trampolining

Scuba diving

Skateboarding or use of scooters

Sailing, boating, or water skiing

Cross-country or downhill skiing

Motorcycling

Target shooting

Horseback riding

Rodeo

Archery

Mountain bicycling

Rock climbing

Rocketeering - unless supervised as a group by staff and scheduled with local emergency services

Surfing

Body Contact Sports

Other activities determined by the principal to have a high risk to student safety

As needed, the Superintendent or designee may periodically provide training or instruction to students on the safe use of electric, motorized or nonmotorized bicycles, scooters, skateboards, and roller skates. Any student who rides a bicycle, scooter, skateboard, or roller skates to school shall wear a properly fitted and fastened bicycle helmet.

Events In or Around a Swimming Pool

When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the district and is to be held in or around a swimming pool, at least one adult with a valid certification of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

Laboratory Safety

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to regularly review, update, and implement these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

Hearing Protection

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee may also provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual cost to the district. (Education Code 32030, 32031, 32033)

Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, when engaging in outdoor activities. Any application of insect repellent shall occur under the supervision of school personnel, and in accordance with the manufacturer's directions.

Regulation 5142.2: Safe Routes To School Program Status: ADOPTED

Original Adopted Date: 08/17/2021 | Last Revised Date: 02/21/2023 | Last Reviewed Date: 02/21/2023 [see more](#)

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

Education activities that promote safety and awareness, such as:

Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

Encouragement strategies designed to generate interest in active transport to school, such as:

Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school

Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

Considering safe routes to school when making decisions about siting and designing of new schools

Evaluation to assess progress toward program goals, including:

Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

Presenting data to the Board, program partners, and the public

Recommending program modifications as needed

Emerging technologies that aid in the prevention and mitigation of accidents

Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

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

Goal

By the end of the 2026-2027 school year, there will be a decrease in office discipline referrals and bullying reports by 5% from 91 during the 2024-2025 school year by enforcing school rules, policies, and procedures as measured by AERIES/Kern KIDS and bully report forms.

Component:

(1) An assessment of the current status of school crime at the school and at school-related functions

Element:

- 1.1 Site staff will share expectations and basic school rules / routines with staff, parents, and children.
- 1.2 Instructional leaders will post, discuss, model, and role play rules and procedures so all students are aware of expectations, consequences, and rewards.
- 1.3 Increased monitoring, attention to reporters, intervention, and implementation of Safe School Ambassadors.
- 1.4 Increase Staff communication with parents/staff regarding expectations of behavior/homework/academic performance by having 100% of parent conferences held and communication via phone or ParentSquare.
- 1.5 Behavior matrix (by location) and student interaction strategies will be evident in all classrooms and after school programs and increase the desired behaviors in all areas of campus.
- 1.6 Students will complete PBIS Passport Rotations at the beginning of the year and when they return from Winter Break to learn behavior expectations for all areas of the campus.
- 1.7 Two District funded Campus Supervisors

Opportunity for Improvement:

We did not meet our goal from the 2024-2025 school year, to decrease office referrals and bullying reports by 5% from 85 during the 2023-24 school year by enforcing school rules, policies, and procedures as measured by AERIES/Kern KIDS and the Bullying reporting forms.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.1. Share School Expectations: Focus on Academic Success, Classroom, Playground, Cafeteria, and hallway expectations, Uniform Requirements, Rewards, Consequence, Homework, Attendance	School wide programs and reminders throughout year	Computer Presentations ParentSquare App Parent & Student Handbook Translated notes	Kinder Round-up- Admin and Teachers Hawk Talk 2x- Admin Open House- Admin and Teachers Parent Conferences- Teachers Weekly Bulletins- School Staff Morning Announcements- Admin PBIS:SOAR Expectations- School Staff	Reduction in the number of office referrals as measured by AERIES/Kern KIDS
1.2 Instructional leaders will post, discuss, model, and role play rules and procedures so all students are aware of expectations, consequences, and rewards.	State rules and provide examples and non-examples of proper behavior and academic expectations. School behavior matrix posted throughout the campus by zone and given to all parents during parent conference week and provided to all students in their planners.	SOAR Expectations SOAR Posters PowerPoints Implement PBIS PBIS Video- SOAR Way	Opening routines- School Staff Instructional Routines- School Staff SOAR Rules- Admin and Committee Bullying training for staff and students	Reduction in the number of office referrals as measured by AERIES/Kern KIDS

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.2 Instructional leaders will post, discuss, model, and role play rules and procedures so all students are aware of expectations, consequences, and rewards.	Discuss rewards and consequences	SOAR Rules Safe School Ambassador Training Manual SARB to ensure Attendance SOAR Tickets Warning Tickets	SOAR Committee/Admin Safe School Ambassadors/SOAR Patrol Opening Activities Student Success Facilitator Campus Supervisor	Data and tracking of number of students receiving recognition at awards assemblies and Feedback from Safe School Ambassadors/School Staff
1.2 Instructional leaders will post, discuss, model, and role play rules and procedures so all students are aware of expectations, consequences, and rewards.	Provide school wide rewards for positive behavior	Incentive activities including Academic All Star, SOAR Tickets, SOAR Store, Student of the Month	Admin and staff	Tracking of number of students receiving recognition
1.3 Increased monitoring, attention to reporters, intervention, and implementation of Safe School Ambassadors	Ensure sufficient coverage, monitoring and enforcement of expectations in classrooms, hallways, cafeteria, and bathrooms during class, recess, lunch and transitions.	Staffing Duty Schedule Radios Bell Schedule Staff Vests Fanny Packs/Band Aids	Duty Schedule- Admin, Classroom teachers, duty staff, After School Staff	Observation from Safe School Ambassadors and School Staff/Input from parents and staff
1.4 Increase Staff communication with parents/staff regarding expectations of behavior/homework/academic performance by having 100% of parent conferences held and communication via phone or ParentSquare.	Ensure expectations are enforced with consistency	Communication with staff- regular meetings	All School Staff	Reduction in the number of office referrals as measured by the AERIES/Kern KIDS
1.4 Increase Staff communication with parents/staff regarding expectations of behavior/homework/academic performance by having 100% of parent conferences held and communication via phone or ParentSquare.	Notifications to parents by classroom teacher following incident or behavior	Translated Classroom notes PBIS Rewards Phone calls ParentSquare App Parent Conferences	Duty Schedule, Notes, phone calls and log kept by staff	Reduction in the number of office referrals/phone logs for discipline

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.5 Behavior matrix (by location) and student interaction strategies will be evident in all classrooms and after school programs and increase the desired behaviors in all areas of campus.	Student strategies are evident in classrooms and studentd\s are retaught expectations and assigned appropriate consequences. Continued misbehavior or severe infraction results in an office referral, nomination for support and/or parent contact	AERIES Referrals on PBIS Rewards Reflection logs/circle	Admin, campus supervisor	Reduction in the number of office referrals as measured by the AERIES/Kern KIDS
1.6 Students will complete PBIS Passport Rotations at the beginning of the year and when they return from Winter Break to learn behavior expectations for all areas of the campus.	Students will complete PBIS Passport Rotations at the beginning of the year to learn behavior expectations for all areas of the campus	Passports	Admin Campus Supervisor	100% completion of passport rotations
1.7 Two District funded Campus Supervisors	Continued with one full time camper supervisor and we added a second 5-hour campus supervisor	Teach behavior expectations Supervise during recesses Document behavior to look for patterns Teach school-wide expectations Facilitate with restorative practices Communicate with parents	Admin, campus supervisors	Decrease in Office Discipline referrals

Goal

Increase CHKS score on opportunities for meaningful student participation for 5th graders from 54% to 60% as measured by the 2025-2026 California Healthy Kids Survey.

Component:

(2)(H) Maintain a safe and orderly environment conducive to learning at the school

Element:

- 2.1 Seek input from student focus groups
- 2.2 Have stakeholder students trained on the summary of key indicators pertaining to the section on "School Supports for Students" to seek additional peer input
- 2.3 Social Emotional Check-in room and daily classroom mood meter check-ins
- 2.4 Rallies with specific focus based on needs
- 2.5 Academic challenges with incentives for completion
- 2.6 Field trips for academic study and enrichment

2.7 AVID nights with student and parent participation

Opportunity for Improvement:

While our percentage for meaningful participation for 5th grade students increased, the cohort of 5th to 6th grade went down from 43% to 28% as 6th graders as measured by the California Healthy Kids Survey.

Objectives	Action Steps	Resources	Lead Person	Evaluation
2.1 Seek input from student focus groups	Create student focus groups Hold meetings at least 3x a year to gather input	Student demographic information Meeting location	Site Administration Support staff	Agendas and minutes from the meetings
2.2 Have stakeholder students trained on the summary of key indicators pertaining to the section on "School Supports for Students" to seek additional peer input	Review the questions on the California Healthy Kids Survey Identify key questions in School Support for Students Section Identify root causes of low scores on that section Gather input on how students can be more meaningfully engaged and/or participate in school Begin to implement ideas gathered from the student focus groups	Chart Paper Markers Copy of CHKS Survey Survey form for students	Site Administration Support staff Student Groups	Agendas and minutes from the meetings Survey data
2.3 Social Emotional Check-in room and daily classroom mood meter check-ins	Have a school social worker available daily from 7:30-7:55 am to be in the SEL Check-in room to meet with students and have activities to help regulate emotions Teachers greet students walking in and have them reflect on where they are on the mood meter	School Social Worker Social-Emotional curriculum and activities Calming corner and mood meter in each classroom	School Social Worker Admin	Data from daily check-ins Decrease in ODRs

Objectives	Action Steps	Resources	Lead Person	Evaluation
2.4 Rallies with specific focus based on needs	Discuss with the MTSS team about what needs the school has and planning the rally topics around those needs Creating fun and engaging activities during the rally to get students excited about school	Planning time Sound system Materials and prizes for rally games	Admin Campus supervisors SSW SSFs	Calendar with rally dates
2.5 Academic challenges with incentives for completion	Create an i-ready academic challenge that involves the whole school Award classrooms for completing a designated number of lessons	i-ready program Challenge charts Outdoor games	Admin Academic Coach Teachers	Record the number of classes that completed the challenge
2.6 Field trips for academic study and enrichment	Planning engaging field trips tied to grade level standards	Transportation Admission Parent chaperones	Teachers Admin	Schedule of field trips planned for the year
2.7 AVID nights with student and parent participation	Hold at least 2 AVID nights per year with Math and Science activities for students to do with their parents/guardians	Math and Science activities Planning time	Teachers Admin	Calendar of events planned Sign-in sheets to see how many attended

Goal

By the end of the school year, 100% of district school staff will be able to accurately identify and explain the Standard Response Protocols (SRPs). In addition, reunification procedures will be reviewed, practiced, and implemented consistently across all school sites to ensure a universal, coordinated response during emergencies.

Component:

(2) Appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety are identified.

Element:

- 3.1 Training for staff at the beginning of year
- 3.2 Staff Meeting at least quarterly
- 3.3 Student emergency preparedness instruction
- 3.4 Monthly safety drill practice
- 3.5 Meetings to discuss reunification procedures for the district
- 3.6 Standard Response Protocol (SRP) Video for any new hires
- 3.7 Ordering and updating safety posters as needed

Opportunity for Improvement:

While progress has been made, there is an opportunity to improve consistency in staff knowledge of the Standard Response

Protocols and to ensure reunification procedures are implemented uniformly across all school sites.

Objectives	Action Steps	Resources	Lead Person	Evaluation
3.1 Training for staff at the beginning of year	Train and review Standard Response Protocol at beginning of the year "Welcome Back" staff meetings	Google slides presentation Sign-in sheets Copies of SRPs to display in rooms	Administrators	100% of staff signed-in and attended the training 100% of staff can name the SRPs for each possible scenario
3.2 Staff Meeting at least quarterly	Review disaster procedures at least quarterly during school site staff meetings	Google slides presentation Sign-in sheets	Administrators	100% of staff signed-in and attended the training 100% of staff can name the SRPs for each possible scenario
3.3 Student emergency preparedness instruction	Twice a year at "Hawk Talk" review the disaster procedures and SRPs with students Discuss what to do in different areas of the school during an emergency during PBIS passport rotations	Hawk Talk presentation PBIS Passports Staff to teach/model in different areas of campus	Administrators Teachers Staff	All students attend Hawk Talk All students get PBIS passports signed
3.4 Monthly safety drill practice	Follow the monthly safety drill schedule that includes: fire, earthquakes, lock down, hold & secure, and AED	All Tech Monitoring System Bright colored safety vests Red emergency buckets	Administrators Teachers Staff	All scheduled drills are completed and paperwork filed with the district office
3.5 Meetings to discuss reunification procedures for the district	Vice principals meet to discuss and create reunification procedures for the district	Time to meet Laptops	Vice Principals	Meeting notes Sign-in sheets Reunification procedures document
3.6 Standard Response Protocol (SRP) Video for any new hires	Have any newly hired staff watch the SRPs videos from the beginning of the year training	Sign-in sheets SRPs video	Administrators	100% of staff has watched the SRPs video and been trained on emergency procedures
3.7 Ordering and updating safety posters as needed	Order and post required signage in accordance with guidelines	Safety posters Required signage	Administrators	All required signage is current and posted

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

Bear Mountain Elementary School Student Conduct Code

Policy 5144: Discipline Status: ADOPTED

Original Adopted Date: 02/19/2019 | Last Revised Date: 05/21/2024 | Last Reviewed Date: 05/21/2024

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The principal or designee at each school shall develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

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

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

Regulation 5144: Discipline Status: ADOPTED

Original Adopted Date: 02/19/2019 | Last Revised Date: 05/21/2024 | Last Reviewed Date: 05/21/2024

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven and eight

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

*Discussion or conference between school staff, the student, and the student's parents/guardians

*Referral of the student to the school counselor or other school support service personnel for case management and counseling

*Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

*When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

*Enrollment in a program for teaching prosocial behavior or anger management

*Participation in a restorative justice program

*A positive behavior support approach with tiered interventions that occur during the school day on campus

*Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

*Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

*After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

*Detention after school hours as provided in the section below entitled "Detention After School"

*Community service as provided in the section below entitled "Community Service"

*In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

*Reassignment to an alternative educational environment

*Suspension and expulsion in accordance with law, Board policy, and administrative regulation*When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

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

Community Service

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

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

Notice to Parents/Guardians and Students

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

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Policy 5131: Conduct Status: ADOPTED

Original Adopted Date: 03/01/2010 | Last Revised Date: 03/01/2025 | Board approval: 05/20/25

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from

disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

Conduct that disrupts the orderly classroom or school environment

Willful defiance of staff's authority

Damage to or theft of property belonging to students, staff, or the district

Obscene acts or use of profane, vulgar, or abusive language

Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

Use of a smartphone or other mobile communication device in an unauthorized manner

Plagiarism or dishonesty on school work or tests

Wearing of any attire that violates district or school dress codes, including gang-related apparel

Tardiness or unexcused absence from school

Failure to remain on school premises in accordance with school rules

Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The

Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Conduct Code Procedures

SOAR PBIS RULES & EXPECTATIONS

SOAR Expectations are posted all around campus. See attachments for Behavior Matrix.

HAWKS WILL ALWAYS BE:

- Safe
- Organized and On task
- Accept Responsibility
- Respect Self and Others

When rules are not followed the following procedures are followed:

For Minor Offenses that are staff managed:

1. Redirect student
2. Support Level 1: Reteach expectation, Reflection, Tier 1 caring supports
3. Support Level 2: Reteach expectation, written reflection, Tier 1 caring supports
4. Support Level 3: Reteach expectation, Parent contact, Tier 1 caring supports, Compass 360 curriculum
5. Support Level 4: Reteach expectation, Caring supports, Parent contact, document as a Major in AERIES

For Major Offenses/Office Referrals that are administrator managed:

1. Student conference
2. Parent contact
3. Written Reflection/Compass 360 Curriculum
4. Restoration
5. Other appropriate actions
6. Possible Suspension (In or Out of school) or Expulsion

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.

(K) Hate Crime Reporting Procedures and Policies

Policy 0410: Nondiscrimination In District Programs And Activities Status: ADOPTED

Original Adopted Date: 12/13/2016 | Last Revised Date: 07/24/2025 | Last Reviewed Date: 07/24/2025

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities.

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district. (Education Code 234.1)

District programs, activities, and practices shall be free from unlawful discrimination against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688, 29 USC 621, 42 USC 2000d-2000d-7, 2000e-2)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Additionally, the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Derogatory Native American terms, including Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

All complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures, for students, and Administrative Regulation 4030 - Nondiscrimination in Employment, for employees.

Pursuant to 34 CFR 104.8 and 106.8, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed in accordance with Board Policy/Exhibit(1) 5145.6 - Parent/Guardian Notifications and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. Additionally, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district's web and mobile applications comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of district services, programs, or activities. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or

facilities.

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BOARD POLICY 5145.9: Hate-Motivated Behavior
Last Revised Date: 08/17/2021

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.

Policy 5145.7: Sexual Harassment Status: ADOPTED

Original Adopted Date: 11/15/2016 | Last Revised Date: 07/24/2025 | Last Reviewed Date: 07/24/2025

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct 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 by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

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

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

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:

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

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

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

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 the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

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

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 sexual harassment, 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 completion of an investigation of sexual harassment, 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

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of

sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Policy 5145.3: Nondiscrimination/Harassment Status: ADOPTED

Original Adopted Date: 11/15/2016 | Last Revised Date: 07/24/2025 | Last Reviewed Date: 07/24/2025

The Governing 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.

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

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

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 district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could 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, participates, or refuses to participate 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; 34 CFR 106.8)

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 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 related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment 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.

Regulation 5145.3: Nondiscrimination/Harassment Status: ADOPTED

Original Adopted Date: 08/15/2017 | Last Revised Date: 07/24/2025 | Last Reviewed Date: 07/24/2025

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is 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 Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful

discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent

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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 activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the 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

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 website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

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 website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website 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, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

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 websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

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

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 OCR's website

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

A link to the Title IX information included on the California Department of Education's (CDE) website

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 (Education Code 234.5, 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

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

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.

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.

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.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

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)

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

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, Title IX Coordinator, 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, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district 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, Title IX Coordinator, or principal within one workday, regardless of whether 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, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator 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, Title IX Coordinator, 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.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether 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 refers to a student's gender-related appearance and behavior, regardless of 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 refers to when a student's gender expression differs from stereotypical expectations.

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

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

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and 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

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering 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, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identity, or gender expression. 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.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to 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, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression 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 providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.

The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, 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, including, but not limited to:

Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining 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

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

(J) Procedures to Prepare for Active Shooters

According to the FBI, an active shooter is an individual actively engaged in killing or attempting to kill people in a populated area. How one responds at an active shooter situation will be determined by the specific circumstances of the encounter. If you find yourself involved in an active shooter situation, remain calm, and use the following guidelines as a strategy for survival.

Most likely workplace violence:

Type 1: Violent acts by criminals who have no connection with the school/district but enter to commit a crime.

Type 2: Violence directed at someone at school/district by employees, students, or any others for who the school/district provides services.

Type 3: Violence against co-workers, supervisors, students by a present or former employee

Type 4: Violence committed by someone who doesn't work or go to school but has a personal relationship with someone who does

Environment hardening:

Access Control:

Lock and secure all access to outside areas at all times

At open entry points, ensure staff are present to guide entrance

Utilize VERKADA system for all visitors

Implement sign-in/sign-out procedures for employees from other campuses

Update access rosters / limit key access

Ensure lockdown procedures in place

Prepare Notification systems:

Messages to be sent through Parent Square

Train employees to recognize and report concerns

Beginning of year training

Onboarding at orientation upon hire

Trimester review of expectations

Conduct campus reviews and drills as appropriate for age of students
Have an escape route in mind

During an Active Shooting: RUN HIDE FIGHT

RUN: Get away from the threat. Evacuate immediately. This may mean running away from campus.
Have an escape route and plan in mind.
Evacuate regardless of whether others agree to follow.
Leave your belongings behind.
Help others escape if possible.
Prevent others from entering an area where the active shooter may be.
Keep your hands visible.
Follow the directions of any police officers.
Do not attempt to move wounded people.
Call 9-1-1 when you are safe.

HIDE: If evacuation is not possible, find a place where the active shooter is less likely to find you.
Get out of the shooter's view.
Provide Protection if shots are fired in your direction. Think Cover vs. Concealment: Concealment may hide you, but cannot stop a bullet. Cover will hide you and may stop a bullet - such as concrete or steel.
Lock the door
Blockade the door with heavy furniture
Silence cell phones - turn off vibrate
Turn off all sources of noise (computers, radios, televisions, assistive devices)
Pull down shades or window coverings
Hide behind large or hard items
Remain quiet

FIGHT: As a last resort and only if your life is in danger:
Attempt to disrupt or incapacitate the active shooter by acting as aggressively as you can.
Yell.
Use any items as a makeshift weapon.
If you are with others, work together to stop the threat.
Whatever you do, commit to your actions.

What to expect from law enforcement:
Police are trained to proceed as quickly as possible to the sound of gunfire; their purpose is to stop the shooters.
Officers may be in plain clothes or uniforms.
If possible, tell the officers where the shooter(s) were last seen and give them a description of the shooter(s).
First responding officers will not stop to assist injured people.
The entire scene is a crime scene. Police will determine when anyone leaves after the situation is completely under control. You may be asked to give a statement - please cooperate with the police.

Reunification center:
If you are considering responding to the scene of an active shooter - please do not. Your response to the scene will likely cause law enforcement to redirect enforcement and first responder resources away from the crime scene.
Announcements for reunification will be provided as soon as possible and reunification procedures will be followed.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Arvin Union District provides the following resources to staff members related to Bullying / Cyber-bullying and Bullying Prevention

The following link provides access to the California Department of Education Resources for online training
<https://www.cde.ca.gov/lr/ss/se/bullyres.asp>

Certificated staff working with grades 7-8 are provided LGBTQ+ training as required at the beginning of the year or upon hire... Currently the district is implementing PRISM training. The CDE contracted with the Los Angeles County Office of Education to develop the Providing Relevant Inclusive Support that Matters for LGBTQ+ Students (PRISM) program. PRISM is a six-course online training with content targeted to certificated educators to provide resources to bolster support for LGBTQ+ youth in California.

Policy 5131.2: Bullying Status: ADOPTED

Original Adopted Date: 07/16/2019 | Last Revised Date: 02/20/2024 | Last Reviewed Date: 02/20/2024

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

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

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

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Regulation 5131.2: Bullying Status: ADOPTED

Original Adopted Date: 07/16/2019 | Last Revised Date: 02/20/2024 | Last Reviewed Date: 02/20/2024

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

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

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

Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

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

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Opioid Prevention and Life-Saving Response Procedures

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur. Nursing monitors dates Narcan doses are checked out by each of these staff members, and dates of use and replacement. Training involves symptoms and procedures to respond. After using Narcan, the incident is documented with Nursing and referrals are made for additional assistance, interventions, or services.

EMERGENCY PROCEDURES

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History of overdose
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

RECOGNIZE

Observe individual for signs and symptoms of opioid overdose:

Opioid High vs. Opioid Overdose Signs and Symptoms

OPIOID HIGH /Intoxication : Relaxed muscles, speech slowed/slurred, shallow breathing, appears sleepy/nodding off, responds to stimuli such as pinching or sternal rub, normal heart beat, normal skin color

OPIOID OVERDOSE: Pale/clammy skin, Speech infrequent, not breathing, very shallow breathing, Deep snorting or gurgling, Unresponsive to stimuli (calling name, shaking, sternal rub), Slowed heartbeat/pulse, faint pulse, Cyanotic skin coloration (blue/gray lips, fingertips), Pinpoint pupils

RESPOND

Check responsiveness, tap the person's shoulders and shout "Are you ok?", pinch the person, or give a sternal rub. If there is no response, continue the administration of Narcan.

If an overdose is suspected, immediately call for help dialing 911.

REVERSE

Administration of Nasal Medication: *9-1-1 must be initiated if administering Narcan.

1. Initiate 9-1-1, state you suspect a possible overdose.
2. Apply gloves.
3. Remove Narcan nasal spray from the box by peeling back the tab with the circle to open the spray.
4. Hold the Narcan nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.
5. Lay the person on their back, tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into either nostril until your fingers are against the bottom of the person's nose.
6. Press the plunger firmly to give the dose of Narcan nasal spray.
7. Administer one dose of nasal Narcan, if the person does not respond or responds and then relapses into respiratory depression (breathing slow, shallow, or ineffective), 1 additional dose of Narcan nasal spray should be given in 2 to 3 minutes while waiting for emergency medical assistance to arrive. Only a total of 2 Narcan doses may be given by school personnel on campus.

RESPIRATIONS

8. Provide rescue breathing with a barrier- Place the person on their back, place one hand under their neck and tilt their chin up. Make sure their airway is clear and nothing is in their mouth, if you see something blocking the airway (ex. gum, pills, or food) remove it if possible. Place one hand on the forehead, pinch the nose, cover their mouth with yours and give one breath every 5 seconds looking for chest rise.

9. CPR should be given, if indicated, and if trained/comfortable while waiting for emergency medical assistance.

REFER AND MONITOR

10. Remain with the individual until he or she is under the care of a medical professional, such as a paramedic, emergency medical technician, physician, or nurse.

11. Once a person is breathing regularly, place the person in the recovery position. Place the person on their left side facing you with a raised chin, tilting the head back so the airway is open.

12. After the student/person is transported, immediately debrief and fill out the SAMPLE REPORT OF NALOXONE ADMINISTRATION. Copy to be kept in the school nurses office and original sent to the District Superintendent.

Do not administer nasal Narcan to a person with a known hypersensitivity to Narcan.

Exposure and Clean Up Guidelines:

Fentanyl and drugs like fentanyl are in a class of pain-reducing drugs called opioids. Others in this class include morphine, heroin, and oxycodone. They produce pain relief when used in proper doses. At high doses, they can cause coma and decreased breathing. Fentanyl is potent (100 times more powerful than morphine), and carfentanyl is even more so (about 10,000 times more powerful than morphine).

Fatal opioid overdoses receive frequent media coverage and are a public health issue. Fentanyl, and drugs like fentanyl, are sometimes used as street drugs and are frequently mislabeled as heroin. Due to their strength, people are concerned that they may be affected by these drugs even if they encounter a small amount.

Currently, there is no credible evidence that anyone has been sickened simply by entering an area where fentanyl was present, or even by having fentanyl get on their skin. In the available cases where law enforcement officers were affected after skin exposure, their symptoms were not consistent with effects expected from opioids. For this reason, the medical community considers their reactions were not from opioid exposure, but rather the result of some other cause.

What you can do

- Do not eat, drink, smoke or use the bathroom while working in any area potentially contaminated with illicit drugs
- If skin is exposed to powder, brush it off gently and wash the skin with soap and water. Avoid alcohol-based hand sanitizers until skin is washed with soap and water. Alcohol may increase absorption through skin.

Cleanup Advice

For a facility where a visible amount of fentanyl-containing powder or liquid is present have a professional with hazardous waste training clean the premises

To clean property with known or suspected fentanyl contamination (powder or liquid):

- Use appropriate eye wear (goggles), respiratory protection (properly fit-tested N95 mask or similar level of protection), nitrile gloves, and a HEPA-filtered vacuum
- Wash hard surfaces with water and household cleaner such as Simple Green, Mr.Clean, Pine-Sol, or an equivalent cleaning product. Change the water frequently and rinse the surfaces with clean water after washing
- Double bag and seal any vaping devices before discarding. If vaping devices are producing fumes, then isolate the area to prevent exposure and notify campus administration and/or law enforcement immediately

Vacuum carpet, upholstery, and fabric surfaces with a HEPA-filtered vacuum, and use adequate respiratory protection

AUSD Narcan Procedure:

It is expected that employees of the Arvin Union School District provide assistance to any person(s) who may be experiencing an opioid overdose following protocols and procedures of the school district. Staff members trained in accordance with the policy shall make every reasonable effort to include the use of Naloxone combined with rescue breaths, to revive a person experiencing a drug overdose that may involve opioids.

All school sites and programs during the school day and part of expanded opportunity programs are expected to follow this procedure. Stock Naloxone will not be available for community groups using district buildings for non-school sponsored events.

First responders in Arvin carry Narcan.

Annual training of staff will be conducted including opioid training and education for all staff including:

- ° Signs and symptoms.
- ° 5 Rs of Emergency Response to Opioid Overdose. -Recognize -Respond -Reverse -Respirations -Refer

Emergency Medication Training.

- ° Who can administer Naloxone in the absence of a school nurse (according to state law and local policy)

*Trained personnel – site administration, campus supervisors

- ° Location/storage of Naloxone

*Each school site nurse's office and after school program

- ° Expiration date

*Dates to be checked by nurses and reported to the District Superintendent annually. Reporting and obtaining replacement stock will be conducted at the district level with documentation for usage supported by Naloxone Administration Report utilizing the state standing order. Disposal after expiration will be coordinated with Public Health.

*Dosages and stock are to be kept in the Naloxone Procedures binder in the Superintendent office at the district office.

- ° How to administer as dictated by the type of delivery method for the medication provided.

*Nasal Spray - position patient for delivery of spray

- ° Calling 911 – immediately upon concern of opioid high or overdose

- ° Disposal of used medication device

*Give to first responders

- ° Monitoring/follow-up care until passed off to EMS

*School site administrator to follow up

- ° School communication protocol
- *Advise site administrator/supervisor - school nurse - district office
- ° Good Samaritan Law
- *You are protected when trying to help

Policy 5141.21: Administering Medication And Monitoring Health Conditions Status: ADOPTED
Original Adopted Date: 02/21/2017 | Last Revised Date: 05/21/2024 | Last Reviewed Date: 05/21/2024

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

In accordance with law, the Superintendent or designee may make naloxone hydrochloride or another opioid antagonist and stock albuterol inhalers available at each school for providing emergency medical aid to any person suffering or reasonably believed to be suffering from opioid overdose or respiratory distress. (Education Code 49414.3, 49414.7)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written

verification of competency of other designated school personnel.

Regulation 5141.21: Administering Medication And Monitoring Health Conditions Status: ADOPTED

Original Adopted Date: 02/21/2017 | Last Revised Date: 02/20/2024 | Last Reviewed Date: 02/20/2024 see more Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Albuterol means a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes. (Education Code 49414.7)

Inhaler means a device used for the delivery of prescribed asthma medication that is inhaled. (Education Code 49414.7)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following: (Education Code 49480)

The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.

With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of

1973 (29 USC 794).

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)

If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)

Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

Identify the student

Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication

Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration

Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment

Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in Items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

Consent to the self-administration

Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in Items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

The individual's willingness to accept the designation

That the individual is permitted to be on the school site

Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)

The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)

The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)

If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)

For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)

For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation

Possible side effects of the medication

Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

Administer or assist in administering medication in accordance with the authorized health care provider's written statement

Accept delivery of medications from parents/guardians and count and record them upon receipt

Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and maintain on the list the type of medication and the times and dosage to be administered

Maintain for each student a medication log which may:

Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information

Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication

Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student

Ensure that student confidentiality is appropriately maintained

Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities

Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication

Keep all medication to be administered by the district in a locked drawer or cabinet

As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects

Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose

Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances

In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance

Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors and Emergency Albuterol Inhalers

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other trained personnel who have volunteered to administer them in an emergency and have received training. The school nurse, or when a school nurse or physician is unavailable, a trained volunteer may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. A trained volunteer may include the holder of an Activity Supervisor Clearance Certificate who has received specified training. (Education Code 49414)

Additionally, the Superintendent or designee may make emergency stock albuterol inhalers available to school nurses and trained personnel who have volunteered to be used to provide medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress. (Education Code 49414.7)

At least once per school year, the Superintendent or designee shall distribute to all employees a notice requesting volunteers to be trained to administer epinephrine auto-injectors and/or stock albuterol inhalers for emergency aid to individuals exhibiting signs of anaphylaxis reaction or respiratory distress. Such notice shall also describe the training that the volunteers will receive. (Education Code 49414, 49414.7)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 or 49414.7, and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414, 49414.7)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors or stock albuterol inhalers for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414, 49414.7)

Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

The district shall store emergency epinephrine auto-injectors and stock albuterol inhalers in an accessible location, and shall specify such location in annual notices to staff.

If either medication is used, the school nurse or other qualified supervisor of health shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, all medications shall be restocked before their

expiration date. (Education Code 49414, 49414.7)

Any volunteer or trained personnel who administers either medication shall initiate emergency medical services or other appropriate medical follow up in accordance with the training materials retained by the school. (Education Code 49414, 49414.7)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors and/or stock albuterol inhalers shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414, 49414.7)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414 or 49414.7, including, but not limited to, the acceptance of epinephrine auto-injectors and/or emergency albuterol inhalers from a manufacturer or wholesaler. (Education Code 49414, 49414.7)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of the described medications for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

Additionally, if the district accepts emergency naloxone hydrochloride or another opioid antagonist from the county office of education (COE), the Superintendent or designee shall maintain at least two units of the medication at each district middle, junior high, high, and adult school. (Education Code 49414.8)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee shall designate two or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3, 49414.8)

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist as specified in Education Code 49414.3 or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health's website. (Education Code 49414.8)

Any prescription for naloxone hydrochloride or another opioid antagonist shall be obtained by a school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3, 49414.8)

Employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct. (Health and Safety Code 1799.113)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer in writing and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a COE, manufacturer, or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Anti-Seizure Medication

A school nurse or, if a school nurse is not onsite or available, a volunteer designated by the district may administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from the student's health care provider and is suffering from a seizure. (Education Code 49468.2)

Upon receipt of a request from the parent/guardian of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed emergency anti-seizure medication, the Superintendent or designee may designate one or more volunteer(s) at the student's school to receive initial and annual refresher training regarding the emergency use of anti-seizure medication. (Education Code 49468.2)

In order to solicit volunteers, the district shall distribute a notice at least once, but no more than two times per school year, to all staff that includes the following information: (Education Code 49468.2)

A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure

A description of the training that the volunteer will receive

The right of an employee to rescind the offer to volunteer

A statement that there will be no retaliation against any individual for rescinding the offer to volunteer, including after receiving training

A volunteer may rescind the offer to administer emergency anti-seizure medication at any time, including after receipt of training. (Education Code 49468.2)

If a volunteer rescinds the offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, the district may distribute an additional two notices per school year to all staff. (Education Code 49468.2)

Volunteer employees shall receive initial and annual refresher training, based on standards adopted by the SPI, regarding the recognition and response to seizures and the administration of emergency anti-seizure medication. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49468.2)

Before administering emergency anti-seizure medication or therapy prescribed to treat seizures in a student diagnosed with seizures, a seizure disorder, or epilepsy, the district shall obtain from the student's parent/guardian a seizure action plan as specified in Education Code 49468.3. The school or district nurse shall collaborate with the parent/guardian of each student diagnosed with seizures, a seizure disorder, or epilepsy in the development of a plan if the student does not have an individualized education plan or Section 504 plan. (Education Code 49468.3)

If the school obtains written consent from the student's parent/guardian, in accordance with 34 CFR 99.30, the seizure action plan shall be distributed to any school staff or volunteers responsible for the supervision or care of the student. (Education Code 49468.3)

Upon receipt of a request from a parent/guardian of a student diagnosed with seizure, a seizure disorder, or epilepsy, the district shall notify the parent/guardian that the student may qualify for services or accommodations pursuant to Section 504 of the federal Rehabilitation Act of 1973 or an individualized education program and shall assist the parent/guardian with the exploration of that option. (Education Code 49468.2)

Additionally, if there are no volunteers at the student's school, the Superintendent or designee shall notify the student's parent/guardian of the student's right to be assessed for services and accommodations guaranteed under Section 504 of the federal Rehabilitation Act of 1973 and the federal Individuals with Disabilities Education Act, and may ask the parent/guardian to sign such notices. (Education Code 49468.2)

The principal or designee shall notify the school nurse assigned to the school, or if a school nurse is not assigned to the school or district, the Superintendent or designee, if an employee administers an emergency anti-seizure medication. (Education Code 49468.3)

The notification described above and the seizure action plan shall be kept on file in the office of the school nurse or a school administrator, in compliance with all applicable state and federal privacy laws. (Education Code 49468.3)

The district shall provide volunteers defense and indemnification for any and all civil liability, with information stating such being provided to the volunteer in writing and retained in the volunteer's personnel file. (Education Code 49468.5)

Trained volunteers who administer emergency anti-seizure medication or medication prescribed for seizure disorder symptoms to a student diagnosed with seizures, a seizure disorder, or epilepsy who appears to be experiencing a seizure shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for acts or omissions in administering the emergency anti-seizure medication. (Education Code 49468.5)

Response Procedures for Dangerous, Violent, or Unlawful Activities

The Arvin Union School District and all of its schools utilize the iloveguys.org Standard Response Protocol. The protocol is based on the response to any given situation not on individual scenarios and follows 5 specific actions that can be performed during an incident. 9-1-1 may require being activated depending on the scenario. Each of these protocols includes a Public Address, the initiation of an Incident Command System, Actions, Responsibility, Preparation, Drills, and a Public Address Release if possible and necessary. Notification should be sent home through Parent Square for outward messaging when possible during an event or after for security. Controlled Release may be necessary depending on the actions.

PROTOCOLS:

HOLD: is followed by the Directive: "In your room or area" to be used when hallways need to be kept clear of occupants.

SECURE: is followed by the Directive: "Get Inside. Lock Outside Doors" to be used when safeguarding people within the building is necessary.

LOCKDOWN: is followed by the Directive: "Locks, Lights, Out of Sight" to be used to secure individual rooms and keep occupants

quiet and in place.

EVACUATE: is followed by the Directive: "Evacuate" to be used to move people from one location to a different location in or out of the building.

SHELTER and state the HAZARD and SAFETY STRATEGY for group and self protection.

Policy 5131.4: Student Disturbances Status: ADOPTED

Original Adopted Date: 02/15/2022 | Last Reviewed Date: 02/15/2022

The Board of Trustees recognizes that all school staff must be prepared to cope with campus disturbances and to minimize the risks they entail. Staff should be especially sensitive to conditions that foster racial conflict, student protests, or gang intimidation and confrontations.

The Superintendent or designee shall establish at each school a disturbance response plan for curbing disruptions which create disorder and may lead to riots, violence or vandalism at school or school-sponsored events.

The Superintendent or designee shall consult with law enforcement authorities to plan for police support during school disruptions. Each school's disturbance response plan shall address the role of law enforcement. When a disturbance directly threatens students or staff, the Superintendent or designee has the authority to call in law enforcement personnel for assistance and may dismiss school.

Students who participate in disturbances may be subject to disciplinary action.

Regulation 5131.4: Student Disturbances Status: ADOPTED

Original Adopted Date: 02/15/2022 | Last Reviewed Date: 02/15/2022

All school staff shall respond to campus disturbances in accordance with the school's response plan. Response plans shall describe: The means which will be used to signal an emergency situation and maintain communication among staff and with the Superintendent or designee.

Each staff member's specific duties during a disturbance.

Procedures for ensuring the safety of students and staff.

Conditions, as prearranged with law enforcement authorities, under which the principal or designee shall:

Inform the police

Secure police assistance

Give the police responsibility for a specific crisis situation

??????Procedures for the orderly dismissal of school when authorized by the principal or designee.

All media inquiries during crisis situations shall be routed to the Superintendent or designee.

Prohibited Activities

Disturbing the Peace

It is a misdemeanor to intentionally cause or attempt to cause a riot by engaging in conduct which urges a riot or urges others to act forcefully or violently, or to burn or destroy property under circumstances which produce a clear, present, and immediate danger of such acts occurring. (Penal Code 404.6)

Anyone who, in a public place, fights, challenges another to fight, or uses offensive words likely to provoke a fight is guilty of a misdemeanor. (Penal Code 415)

Disruption of School Operations

Students shall be subject to disciplinary action for any exercise of free expression which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school, such as may occur when students:

??????Organize or participate in unauthorized assemblies on school premises.

Participate in sit-ins or stand-ins which deny students or employees normal access to school premises.

Refusal to Disperse

Persons who assemble for the purpose of disturbing the public peace or committing any unlawful act are severally guilty of a misdemeanor if they do not disperse when desired or commanded to do so by a public officer. (Penal Code 416)

Persons who remain present at the place of any riot, rout or unlawful assembly after being lawfully warned to disperse are guilty of a misdemeanor. (Penal Code 409)

Boycotts

Students participating in any protest that involves nonattendance at school or at a school activity where attendance is required shall be identified as truant, regardless of any parental approval of their act.

Policy 5131.7: Weapons And Dangerous Instruments Status: ADOPTED

Original Adopted Date: 04/19/2005 | Last Revised Date: 02/21/2023 | Last Reviewed Date: 02/21/2023

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

Unless a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee shall also inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Regulation 5131.7: Weapons And Dangerous Instruments Status: ADOPTED

Original Adopted Date: 02/15/2005 | Last Revised Date: 02/21/2023 | Last Reviewed Date: 02/21/2023

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17360, 30310)

Firearms: pistols, revolvers, shotguns, rifles, machineguns, "zip guns," "stun guns," tasers, cane guns, camouflaging firearms, and any other device from which is expelled through a barrel and capable of propelling a projectile by the force of an explosion or other form of combustion

Ammunition or reloaded ammunition

Knives, razor blades, and box cutters: any dirks, daggers (or concealed dirks or daggers), cane swords, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 3-1/2 inches, folding knives with a blade that locks into place, switchblade knives, and razors with an unguarded blade

Explosive and/or incendiary devices: pipe bombs, time bombs, rockets or rocket propelled projectile launchers, cap guns, bullets containing or carrying an explosive agent, containers of inflammable fluids, and other hazardous devices or concealed explosive substances

Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun

Any other dangerous device, instrument, or weapon, including those defined in Penal Code 16000-34370, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

Any imitation firearm, defined as 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

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use the employee's own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

Confiscate the object and deliver it to the principal immediately

Immediately notify the principal, who shall take appropriate action

Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

Instructional Continuity Plan

The district follows the Closing of School Preparedness Guiding Considerations initiated during COVID for the Return to School Planning Guide. This plan is expected to be implemented within 5 days of identification of an emergency. Office staff are to be prepared to work remotely or at home with one day notice - keep items organized for transition

1. Take action to close school, conduct a partial closure, identify a remote location with appropriate facilities, or initiate independent study protocols.
2. Provide notifications to family, staff, and students.
3. Continue to provide breakfast and lunch from a district cafeteria best equipped to service meals.
4. Initiate transportation updates to routes if remote location determined.
5. Ensure all students have electronic devices, internet connectivity, and / or instructional materials.
6. Staff prepare for off-campus or virtual services.
7. Staff identify materials needed for student to take home for remote work and continue to conduct regular Professional Learning Team meetings to facilitate standards based instruction and assessment.
8. Take daily attendance.
9. Ensure timelines are met for IEP/504 items.
10. Complete essential paperwork as assigned by administrator including grades, report cards, progress reports, attendance files, catch-up plans, assessment completion, retention forms, grade placement forms, etc.
11. Conduct daily lessons as required for a full instructional day in person at an in person remote location or through independent study protocols.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on February 17, 2026 and adopted by Bear Mountain Elementary School on February 17, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Bear Mountain Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The district maintains emergency communication protocols designed to remain active during unforeseen events such as power outages or damage to infrastructure. Staff will transition within 24 hours to a hybrid or remote work model. In the event of system disruptions, alternative methods for two-way communication may include pre-printed flyers with designated phone contacts, home visits by district outreach staff, coordinated updates through Parent Square, district social media, local media including use of KCSOS emergency messaging, and signage at the location of the incident. Each site maintains a readiness handbook that includes printed contact trees for staff members and class contact rosters are maintained in the AERIES School Information Service as well as printed copies in the classroom. Additionally, family lists can be accessed through AERIES to facilitate communication.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The district utilizes a multi-tiered system of support (MTSS) to identify and respond to the social-emotional, mental health, and academic needs of all pupils. In the event of an emergency, district teams—including staff from the District Wellness Center and site-based wellness teams including site administrators, school social workers, student success facilitators, campus supervisors, and nurses—pivot to a remote service model. This includes virtual check-ins, Family Resource Center referrals, continued behavior support through in-person or remote services, and distribution of printed or digital SEL materials. Additional support is coordinated through our District Directors and Supervisors directly assigned to programs, who work with school teams to ensure vulnerable student populations, including foster youth, English Learners, and students with disabilities, are prioritized for outreach and intervention.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Bear Mountain Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

In-person instruction will resume only when the following criteria have been met: evacuation orders are lifted; electricity, water, and gas utilities are operational; air quality meets state guidelines; safe drinking water is available; campuses are cleared of debris and environmental hazards; fiber and internet infrastructure is functional; adequate staff are present to supervise instruction; and food services and transportation routes are restored. If any one of these conditions is unmet, alternative arrangements may include temporary relocation to another district school, a partner LEA, a remote instruction model, or activation of our independent study plan.

Remote Instruction

Plans for remote instruction.

As required, Bear Mountain Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

The district will immediately pivot to short-term independent study contracts that are standards-aligned and may include daily or synchronous interaction, assignment feedback, and teacher-of-record (substitute) access. Office staff have access to templates to expedite this transition. All families have access to complete pre-written agreements as described in the 2025-2026 Short-Term Independent Study letter to parents and associated Master Agreement. In the event of an extended need for remote instruction, an emergency board meeting will be held to consider long-term independent study.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Instructional materials will be distributed both digitally and non-digitally. Each site will employ a distribution plan initiated during the pandemic which includes: Chromebook deployment, internet access device distribution, physical textbook checkout and/or standards-aligned printed materials, and printed packets for those with limited connectivity. Coordination with site libraries and classified support staff ensures access for all learners. The distance learning model for short term independent study will entail students working remotely, not in the same physical location as the teacher for the initial days of the emergency. As soon as possible to support independent study, a hybrid model of instruction will entail students working independently on their assignments with the opportunity to engage virtually with their teacher. The hybrid model will include asynchronously and synchronously delivered instruction. Synchronous learning will encompass student-centered instruction that will engage students with lessons, assignments, and other learning tasks they can complete on their own via district platforms such as CANVAS, I-Ready, and Google through a smart

device with internet connectivity supported by their teacher and other instructional staff as appropriate and necessary. Synchronous learning delivered by the teacher and other instructional staff, as appropriate and necessary, will occur as scheduled for a pre-determined district-wide set of minutes and will happen in real-time online while on the hybrid model. 180 days of instruction are provided on the annual academic calendar and short-term independent study facilitates meeting these instructional days. The extra effort of students and staff during this time meet a stakeholder request during and following the pandemic for as much guided instruction as possible. Board approved curriculum and instructional resources will be provided through online access or through physical books passed out during "grab and go" days scheduled while the district cannot reopen sites. Grab and go schedules will accommodate distribution of chapters and unit workbooks and/or textbooks and materials. Currently, the Google classroom platform has the capacity to hold the majority of work assigned for independent study time.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

The district utilizes Google Classroom as the primary learning management system (LMS) with CLEVER as a central hub to access all instructional platforms. Students can access and submit schoolwork via these platforms and/or submission alternatives (paper drop-offs, email, or phone verification) are available for families without consistent internet access.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Bear Mountain Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event of site-specific unavailability, temporary reassignment agreements with local schools or neighboring LEAs will be initiated to allow for in-person instruction to resume in a proximate, safe location. These reassignments would focus on students with disabilities and our youngest learners as priority.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families, staff, and students will receive timely and consistent updates through Parent Square (text, voice, and email), the district websites, and social media channels. In emergencies, updates occur within 12 hours of status changes and continue on a daily basis until resolution. Bilingual communication is standard and hard copies are delivered when needed.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

All families are encouraged to complete an independent study written agreement early in the school year. Once returned it is kept on file for the school year. If the district has a master agreement on file, independent study can commence immediately upon need.

Students Grades First through Sixth are assigned 2 to 1 district devices for use at home and school (Chromebooks). Seventh and Eighth Grades have computers which they take between home and school. During the 2025-2026 school year, 2 to 1 devices will be expanded to Kindergarten and Seventh Grades. In an emergency, all classroom labs could be broken down and redistributed to extend 2 to 1 for all grades or replenish damaged devices to ensure students can utilize devices remotely. Outside access points are available at all school sites and remote access points are available upon request which connect with district towers constructed post-pandemic. Towers would be expected to be operational unless the district hub, located at Haven Drive, were to be damaged. Teachers have Chromebooks with webcams to support remote delivery and again, district labs could be broken down to provide replacements if needed. The district's Google Classroom platform houses early-access assignments and instructional content and I-Ready can be accessed to support personalized instruction for grades K-6 and mod-severe Special Day students grades 7-8. Digital literacy training for students and staff is ongoing and device inventory is updated regularly.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instructional plans emphasize prioritized essential standards and skills. Teachers utilize pacing guides and formative assessments which can be embedded into Google Classroom and the following which are accessible through CLEVER: SchoolCity, STAR, and i-Ready. Support strategies may include virtual office hours, small or large group Google Meet instruction, asynchronous videos, and embedded scaffolds. Tutoring is provided in both virtual and in-person formats depending on the context of the disruption.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The district is committed to ensuring that all students, including students with disabilities, English Learners, foster youth, and those experiencing homelessness, receive equitable access to high-quality instructional resources regardless of setting. Digital access is prioritized through one-to-one device deployment and access-point allocation, with additional tech support provided through school-based liaisons and a district tech help hotline which would be activated. Printed packets and hands-on materials may also be distributed to families in need. Teachers receive guidance on universal design for learning (UDL) and differentiated instruction to ensure inclusion and accessibility across content areas. Homeless and Foster students are case-managed by district Family Advocates and outreach would begin immediately.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Special Education staff collaborate closely with families to ensure all IEP services and timelines are met, even during periods of disruption. IEP meetings may be held virtually or in person, depending on family preference and local conditions. Case managers maintain regular check-ins and ensure service minutes are delivered through teletherapy for speech, virtual instructional sessions, or in-home support when necessary. Assessment accommodations are preserved and compensatory services are scheduled if disruptions interfere with delivery. IEP's are being reviewed to ensure compliance with Independent Study regulations and students on IEP's for special day classes would be the first returned to in-person instruction. Virtual support to meet IEP expectations for RSP and Speech would continue until students returned to campus.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Instruction for English Learners remains aligned to the California English Learner Roadmap Policy. Designated and Integrated ELD are delivered either in person or remotely through small-group instruction, sheltered supports, and scaffolded materials. The Supervisor II of Curriculum, Instruction and Assessment and District Teachers on Special Assignment coordinate with classroom teachers to provide progress monitoring and embedded language development. Bilingual instructional aides may provide additional outreach to support for both academic and language development.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The district makes available ongoing professional learning to support instructional continuity and readiness for emergency pivots. In the event of a shift to remote or hybrid instruction, educators participate in just-in-time training sessions reviewing use of current technology platforms, digital engagement strategies, differentiated instruction for diverse learners, and delivery of IEP and ELD services in virtual environments.

Collaborative Professional Learning Communities (PLCs) meet regularly—whether in person or online—to review student data, share resources, and adapt instructional strategies based on student need. Academic coaches, IT support staff, and District TOSAs provide embedded support for instructional planning and tool implementation. Additional asynchronous training modules are made available on a rolling basis through the district's internal professional learning hub.

Alignment work for ELD, Language Arts, Science, and Math will continue virtually or in-person if possible, to ensure continuity of instructional practices while embedding in strategies to support immediate needs.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Students and families continue to have access to district social workers and community-based therapists (Clinica Sierra Vista) through coordinated referrals managed by each site's Student Support Team and district staff from the District Wellness Center. District psychologists and the ERMHS clinician may be called to action in this area. Services are available in both English and Spanish. Telehealth options are planned to be offered through our Community School Implementation Grant in the upcoming year and would be expected to be available when in-person access is limited in an emergency. The district's Family Resource Center remains operational year-round and serves as a coordination point for crisis response and wraparound services.

Plans to provide access back-up, water and medicines in the event of an emergency.

Each school site maintains an emergency supply of drinking water and immediate attention is given to medications for students and staff with medical needs. Nurses and office staff maintain updated medication logs and coordinate retrieval or transfer in case of relocation.

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

Special education, mental health, and after-school enrichment programs all include contingency plans for remote or hybrid access. Social work services continue virtually, and after-school program partners provide asynchronous enrichment options and live virtual engagement when needed. Food services transition to a “grab-and-go” model and remain available during remote learning via central and satellite locations. All support services are designed with flexibility to ensure continuity and stability for students.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development and implementation of this Instructional Continuity Plan has been, and will continue to be, a collaborative effort involving administrators, certificated and classified staff, information technology personnel, students, and families.

Site leadership teams, in coordination with district administrators, lead the annual review process of the ICP as part of School Safety Plan reviews and updates. Technology staff, led by the Technology Director, provide critical input regarding device readiness, platform support, and infrastructure capacity. Teachers and instructional coaches contribute feedback on essential standards, student progress monitoring, and instructional scaffolds. Parents participate through School Site Councils, ELAC, and DAC meetings where the plan is reviewed and input is collected.

Students contribute through student advisory, feedback surveys and structured input sessions, with particular focus on access barriers and engagement supports. This collaborative approach ensures the plan is responsive, equitable, and informed by on-the-ground experience.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Return to in-person learning following a disruption will be guided by the restoration of key services and confirmation of safe conditions. This includes:

Evacuation orders lifted

Air quality deemed safe

Restoration of power, water, and internet infrastructure

Debris and hazard removal confirmed

Access to clean drinking water

Availability of instructional staff and support personnel

Food service operations restored

Facilities inspected and cleared for occupancy

Before reopening, each school conducts a post-incident inspection with site administration, district operations, and if needed, external agencies.

Communication regarding reopening plans will be shared through Parent Square, school websites, printed notices, and staff meetings.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Bear Mountain Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Bear Mountain Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This Instructional Continuity Plan is a required component of each school's Comprehensive School Safety Plan (CSSP), in accordance with California Education Code Section 32281 and aligned with CDE's 2021 Educator's Guide to Comprehensive School Safety.

Integration ensures that instructional planning is embedded within emergency preparedness efforts, including response to natural disasters, infrastructure failures, and public health events. Site-based safety committees, which include SSC members, staff, parents, and first responders, are responsible for ensuring the ICP is reviewed annually, updated as needed, and fully embedded in the CSSP submitted for board approval and available for public review.

In the event that an LEA seeks a Form J-13A waiver due to emergency instructional time loss, documentation of this ICP within the CSSP will be required.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The Instructional Continuity Plan is reviewed and updated annually as part of each site's CSSP cycle. Updates are informed by debriefs following emergency events, stakeholder feedback, and evolving state guidance. Interim updates may be initiated in response to changes in infrastructure, staffing, or district procedures.

Each year by March 1, the plan will be submitted as part of the full CSSP for approval by the district board. Sites that do not meet this deadline will be flagged for follow-up to ensure compliance with Education Code Section 32286 and reporting expectations.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Policy 5145.13: Response To Immigration Enforcement Status: ADOPTED

Original Adopted Date: 06/19/2018 | Last Revised Date: 05/20/2025 | Last Reviewed Date: 05/20/2025

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

District staff shall not solicit or collect information or documents, and shall not seek or require information or documents to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members. (Education Code 234.7)

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

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

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

The Superintendent or designee shall develop procedures for addressing any immigration-related requests by a law enforcement officer for access to district records, school sites, or students.

The Superintendent or designee may provide training to staff regarding immigration issues, including information on responding to a request from a law enforcement officer to visit a school site or to have access to a student.

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

Regulation 5145.13: Response To Immigration Enforcement Status: ADOPTED

Original Adopted Date: 06/19/2018 | Last Revised Date: 05/20/2025 | Last Reviewed Date: 05/20/2025

Responding to Requests for Immigration-Related Information or Documents

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

Record or otherwise document the request and notify the Superintendent or designee about the request

Provide the student's parent/guardian or, if the student is at least 18 years old, the student, with notice, a description of the

request, and any documentation provided to the district describing the request, unless prohibited by a court order, judicial subpoena/warrant, or in cases involving investigation of child abuse, neglect, or dependency
Information or documents related to a student's immigration or citizenship status shall not be disclosed to a law enforcement officer without consent by the parent/guardian or, if the student is at least 18 years old, by the student, a court order, or judicial subpoena/warrant. To obtain written consent, the release of student information shall include the following information:
The signature and signature date of the parent/guardian, or student if the student is at least 18 years old

A description of the records to be disclosed

The reason for the release of information

The parties or class of parties receiving the information

A copy of the records to be released, if requested by the parent/guardian or student

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena/warrant.

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent or, if the student is at least 18 years old, the student's consent, before the student is interviewed or searched by any law enforcement officer for immigration enforcement purposes, unless the officer presents a court order or a judicial warrant.

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

A law enforcement officer who requests to enter district property which is not open to all visitors shall register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer states that exigent circumstances exist or as stated in a court order or judicial warrant. (Penal Code 627.2, 627.3)

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

Responding to Law Enforcement Officers on District Property

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

Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent, principal, or designee, except under exigent circumstances that necessitate immediate action

Request to see and record or otherwise document the officer's credentials, including the officer's name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information

Ask the officer for, and then record or otherwise document, the officer's reason for being on district property

Request that the officer produce any documentation that authorizes the officer's school access, make copies of all such documentation, and retain at least one copy for district records

Contact and consult with the district's legal counsel or Superintendent or designee

Follow the direction from the district's legal counsel or Superintendent or designee

If the officer declares that exigent circumstances exist and demands immediate access to the campus, district staff shall comply with the officer's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

Regardless of whether the officer declares that exigent circumstances exist, district staff shall not attempt to physically impede the officer, even if the officer appears to be acting outside the law or in excess of the officer's stated or documented authorization. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus but only to the extent that it does not impede the officer's actions.

After the officer leaves district property, district staff shall promptly make written notes of all interactions with the officer, including:
A list or copy of the officer's credentials and contact information, if known

The identity of all other district staff known to have communicated with the officer

A description of the officer's request and activities

The type of documentation, such as a warrant or subpoena, that authorized the officer's request or actions, what was requested by the documentation, and whether the documentation was signed by a judge

District staff's response to the officer's request

Any further action taken by the officer

Copies of any documents presented by the officer

District staff shall promptly provide a copy of these notes and any associated documents district staff has collected from the officer to the district's legal counsel or other district official designated by the Superintendent.

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

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

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

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose.

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

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for

attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

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

Specific Instructions

Government Code Section 7285.1 prohibits a local educational agency from providing voluntary consent to an immigration enforcement agency to enter any nonpublic areas of a place of labor. AB495 amended Education Code Section 234.7 to prohibit local educational agencies and their personnel from allowing an officer or an employee of an agency conducting immigration enforcement to enter a nonpublic area of a schoolsite for any purpose, unless they are presented with a valid judicial warrant, judicial, subpoena, or court order.

The presence of immigration enforcement on a district school site is to be noted first by the site office personnel who are to contact the site Principal for confirmation. Only in the absence of the Principal may a Principal Designee be responsible for confirming the presence of immigration enforcement.

The staff member designated above shall:

1. Make personal contact to confirm presence of an immigration representative in the public foyer of the school office.
2. Identify the purpose of the immigration representative and document the information provided. All immigration enforcement officers must be asked to provide:

Valid photo identification

Agency credentials

A written judicial order, such as a search warrant or arrest warrant signed by a judge (NOT an administrative ICE warrant or Form I-200/I-205)

No access to campus/non-public areas, students, or access to records or personal information will be granted until:
The officer's identity has been verified and a valid judicial warrant, judicial subpoena, or court order has been provided.
The judicial order has been reviewed and confirmed as a valid judicial warrant, judicial subpoena, or court order.
The Superintendent or designee has provided written or verbal authorization after consulting with Schools Legal.

3. Immediately contact the District Superintendent or designee in their absence in the presence of the enforcement official prior to any action to be allowed by the immigration enforcement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Except in cases of child abuse, neglect, or dependency matters, local educational agencies must immediately notify parents or guardians if they release a student to a law-enforcement officer, including an ICE officer, for the purpose of removing the student from the school premises. And, except in suspected child abuse, neglect or dependency matters, California law does not prohibit schools from notifying parents or guardians before law enforcement officers question a child at school.

Following district policy, formal district notifications include messaging through email for staff including teachers, administrators,

and school personnel and personal phone calls or Parent Square for Parents/Guardians.

A local educational agency official (Superintendent or designee) must submit a timely report to their governing board or body regarding and requests for information or access to a schoolsite by an officer or employee of a law enforcement for purposes of enforcing immigration laws.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

District personnel will provide confirmed presence of immigration in the school community area as soon as aware to protect families who may be traveling near the school site and staff will be advised to prepare students.

Immediately upon contact with a person presenting themselves as an immigration officer, the staff member receiving the inquiry shall:

- *Notify the Principal Immediately
- *Principal notifies the Superintendent or Designee Within 5 minutes
- *Superintendent or Designee notifies Legal Counsel Immediately

*No officer shall be allowed access until the Superintendent or designee has completed the review and provided direction.

If an immigration enforcement action is attempted during school hours or on school grounds, the Superintendent or designee will:

Direct the officer to a private, non-student area

Evaluate the warrant or order

Determine whether the District is legally required to comply

If the officer does not present a judicial warrant or court order, staff shall not allow access or provide information

In the event of presence on campus, a notification to school personnel and parents will be sent as soon as the Principal and Superintendent or designees have verified credentials and purpose of the person /persons presenting themselves as immigration officers and have completed the interaction with the official.

Site staff will notify parents immediately as noted above when their child is to be questioned or released to a law -enforcement agency.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

If legally permissible, the District will:

Attempt to notify the student's parent/guardian immediately after receiving a request for information or access.

If a student is detained or removed from campus, the Superintendent or designee will:

Notify the parent/guardian as soon as practicable

Activate the Student Care Plan if the parent cannot be immediately reached

Provide information on available community resources and support

The District shall not disclose information to families that would interfere with an active federal operation unless authorized by legal counsel.

Following any verified immigration enforcement activity:

*Site and district staff will offer counseling and emotional support to affected students.

District administration will provide families with:

*A summary of what occurred (as legally permitted)

*Information about student rights, trauma supports, and community resources

Privacy Constraint

The notification shall not include any personally identifiable information.

All reports shall be handled in a manner that ensures the confidentiality and privacy of any potentially identifying information.

No personal information will be included in any messaging at the school or through notifications sent from the school or the district. All documents, warrants, or communications will be retained in the District Office for a minimum of 3 years.

The Arvin Union School District has created Policy for Collecting and Retaining Student Information, Inquiries Regarding Immigration Status/Citizenship Status/National Origin Information, Inquiries About Social Security Numbers or Card, Information Sharing, Annual Information Notices to Parents and Guardians, Monitoring and Receiving Visitors Onto Campus, Responding to the Detention or Deportation of a Student's Family Member, and Responding to Hate Crimes and Bullying following Model Policies shared by the California Attorney General. The policies seek to avoid unauthorized disclosure of a student's or family's immigration information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

In the event of immigration representative presence, an Post or ALERT will be sent through Parent Square by the Site Principal and separately by the District Superintendent. Information will be provided in the Post or ALERT as to who to contact in person or by phone regarding the situation.

While staff and parents are encouraged to create a Parent Square account, not all do. While there is not another formal manner to contact parents, a follow-up email will be sent to district personnel which includes classified, certificated and administrative staff.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

To help families navigate these changes, we are sharing resources provided by the California Attorney General's Office, available in English and Spanish. These documents explain your rights and how to prepare for potential immigration enforcement. Moreover, Gov. Gavin Newsom and his administration have established an immigration website that addresses the confidentiality of student information, legal help and mental health resources.

<https://www.ca.gov/immigration/>

English: <https://oag.ca.gov/system/files/attachments/press-docs/Immigration-Enforcement%20Actions%20at%20California%20Schools.pdf>

Spanish: <https://oag.ca.gov/system/files/attachments/press-docs/Immigration-Enforcement%20Actions%20at%20California%20Schools-es.pdf>

Family Safety Plan: https://www.ilrc.org/sites/default/files/resources/family_preparedness_plan.pdf

<https://www.commtteam.org/wp-content/uploads/2019/07/KNOW-YOUR-RIGHTS-Protect-Yourself-And-Your-Family-During-Immigration-Raids.pdf>

ICE Detainee Locator <https://locator.ice.gov/odls/#1/search/>

KNOW YOUR EDUCATIONAL RIGHTS - from the California Attorney General Office

Your Child has the Right to a Free Public Education

- All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

- All children in California:
Have the right to a free public education.
Must be enrolled in school if they are between 6 and 18 years old.
Have the right to attend safe, secure, and peaceful schools.
Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

- Schools must accept a variety of documents from the student’s parent or guardian to demonstrate proof of child’s age or residency and schools are not required to keep a copy of the document used as proof of a child’s age.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student “directory information.” If so, the school district must provide parents/guardians with written notice of the directory information policy, and provide the option to refuse release of your child’s information.

Family Safety Plans if You Are Detained or Deported

- You can update your child’s emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You can complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated or bullied because of his or her actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:

Bureau of Children’s Justice
California Attorney General’s Office
P.O. Box 944255
Sacramento, CA 94244-2550
Phone: (800) 952-5225
E-mail: BCJ@doj.ca.gov
<https://oag.ca.gov/bcj/complaint>

Checklist for Immigrant Students Attending Public Schools and Their Families

1. You do not have to share the following information with school officials:
 - You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
 - You do not have to provide Social Security numbers (SSN) or cards.
 - When completing the “Free and Reduced-Price Meals” form, only provide the last four digits of the SSN of the adult household member who signs the application.
 - If the family meets the income eligibility requirements and no adult household member has an SSN, your child still qualifies. Check the “No SSN” box on forms where applicable, to ensure that applications are complete.
 - If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDIPIR

(Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of their SSN to qualify the student for free or reduced-price meals at school.

- When providing information for proof of a student’s residency or age, you do not have to use documents that could reveal information related to immigration status.

2. Take steps to protect student information:

- Ask for the school’s written privacy policies regarding student information.
- Review the school’s policy for “directory information”—which allows for public release of basic student information—and consider whether to opt out of releasing of that information.

3. Take steps to prepare for situations where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a “Family Safety Plan” (example: Step-by-Step Family Preparedness Plan / Plan de Preparación Familiar: (Guía Completa) | Immigrant Legal Resource Center | ILRC) that includes the following information:
 - Name of a trusted adult to care for your child if no parent or guardian can.
 - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.).
 - Make sure that your child’s school always has current emergency contact information, including alternative contacts if no parent or guardian is available.
 - Discuss with family members whether to complete a “caregiver authorization affidavit” to authorize a relative to enroll a minor student and consent to school-related medical care on behalf of the minor. Note that under a new law effective January 1, 2026, a relative is an adult related to the child by blood, adoption, or affinity within the fifth degree of kinship, including all stepparents, stepsiblings, and all relatives whose status is preceded by the words “great,” “great-great,” or “grand,” or the spouses of any of these persons.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The Comprehensive Schools Safety Plan is reviewed annually by the school safety planning committee / school site council throughout the period August through February. Amendments and updates are to be completed by February of each school year and presented to the School Site Council for review, revision, and approval prior to March 1 of each year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

Site safety plans are available on the specific school page within the website of the Arvin Union School District. A hard copy is also available at each individual school site.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website



Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Policy 5131.8: Mobile Communication Devices Status: ADOPTED

Original Adopted Date: 12/10/2019 | Last Revised Date: 05/20/2025 | Last Reviewed Date: 05/20/2025

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

In the case of an emergency, or in response to a perceived threat of danger

When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Authorized Exceptions

School staff shall recognize and implement authorized exceptions under the following conditions:

1. Exception Authorized by a Teacher or Administrator

A teacher or site administrator may authorize an exception when such authorization is consistent with instructional needs, student safety, and district policy.

Procedures:

Authorization may be provided verbally for short-term or immediate circumstances or in writing for ongoing or recurring situations. The authorization shall specify the scope and duration of the exception.

Site administration shall ensure documentation is maintained when the exception extends beyond a single instructional period or school day.

Implementation:

Staff shall comply with the authorization as provided.

Questions or concerns regarding the authorization shall be directed to site administration.

Authorization shall not be overridden by staff except in circumstances presenting an immediate safety concern.

2. Exception Required for Medical or Health Reasons

An exception shall be granted when a licensed physician or surgeon determines the exception is necessary for the student's health.

Procedures:

Medical documentation shall be submitted to and reviewed by site administration or designated health personnel.

Relevant staff shall be informed of the exception to the extent necessary to ensure proper implementation.

Medical documentation shall be maintained in accordance with student health record requirements and confidentiality laws.

Typically a 504 plan would be prepared.

Implementation:

Staff shall implement the exception as directed.

Staff shall not deny or delay implementation of medically necessary accommodations.

Medical information shall be treated as confidential and disclosed only on a need-to-know basis.

3. Exception Included in an Individualized Education Program (IEP)

An exception included in a student's Individualized Education Program (IEP) shall be implemented as required by law.

Procedures:

Site administration shall ensure staff responsible for implementation are informed of the IEP-based exception.

IEP documentation shall be maintained securely.

Implementation shall be monitored to ensure compliance with the IEP.

Implementation:

Staff shall implement the exception as written in the IEP.

Staff shall not modify or deny an IEP-based exception.

Concerns regarding implementation shall be referred to the site administrator or IEP team.

Oversight and Compliance

Site administrators shall monitor implementation of authorized exceptions for consistency and compliance.

Questions or disputes regarding exceptions shall be resolved administratively.

Failure to implement authorized exceptions may result in corrective action and additional staff training.

Safety Plan Review, Evaluation and Amendment Procedures

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

Emergency Contact Numbers

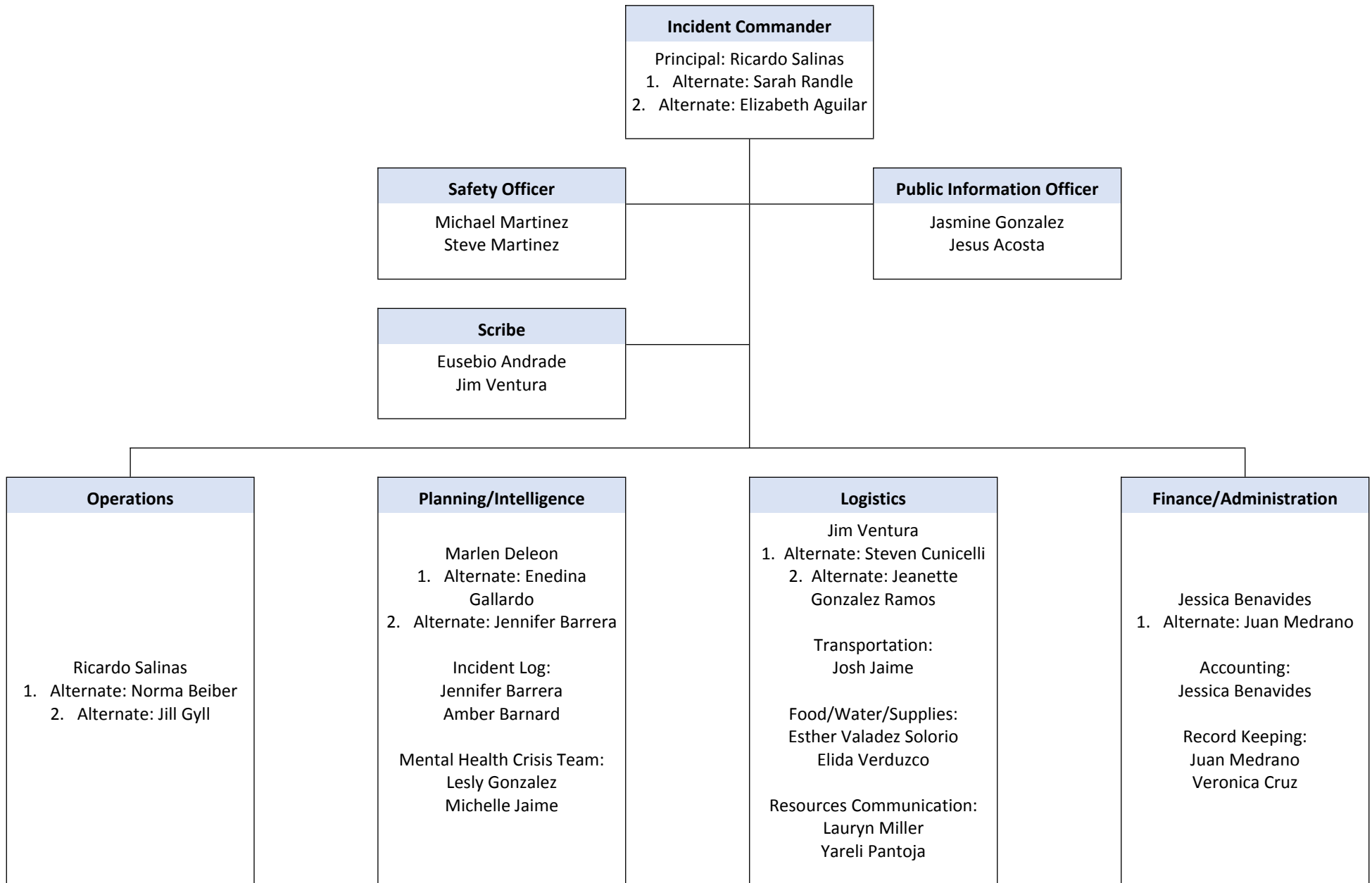
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Arvin Police Department	661-854-5583	
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	Pacific Gas & Electric (pg&e)	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)
Review of Emergency Procedures with Staff - annual notification of policies, SRPs and Drill Schedule	July 30, 2025 @ 8:00 AM November 4, 2025 @ 2:20 PM	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. Bear Mountain Elementary School - See agenda
Staff review of School Site goals including Student Safety	July 30, 2025 @ 8:00 A November 4, 2025 @ 2:20 PM	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. Bear Mountain Elementary School - See agenda
Self Administered Williams Compliance Visit	August 4, 2025 @ 8:00 AM	FIT was completed by Administration and MOT Site Lead.
Student Safety Input - Safe School Ambassadors	November 7, 2025 PM	Student Safety Input Meeting- Safe School Ambassador See photos of student work
School Climate Opportunity for input English Language Advisory Committee (ELAC)	October 28, 2025 @ 8:00 AM January 27, 2026 @ 8:00 AM	Evidence of Safety Plan input, review, and evaluation See Agendas from ELAC Meeting
School Climate Opportunity for input School Site Council (SSC)	October 28, 2025 @ 2:20 PM January 27, 2026 @ 2:20 PM	Evidence of Safety Plan input, review, and evaluation See Agendas from SSC Meeting
KCSOS Comprehensive School Safety Plan (CSSP) Training	January 21, 2026 8:30-3:30 PM	Safety Plan Components - See registration
Consultation with Law Enforcement/Fire Department - Life and Safety School Input Opportunities	October 28, 2025@ 2:20 PM January 27, 2026 @ 2:20 PM	Evidence of Safety Plan Review, Evaluation and Amendment Procedures. See Fire Inspection Report/Arvin PD input
Comprehensive Safety Plan Presentation for School Site Council (SSC)	January 27, 2026 @ 2:20 PM	Bear Mountain Elementary School- Room E5 See agenda
PBIS Committee Meeting - discussed safety and behavior data	August 12, 2025 @ 2:30 PM January 13, 2026 @ 2:30 PM	Bear Mountain Elementary School- Room C4 See agendas

Bear Mountain Elementary School Incident Command System



**First Aid & Search
Teacher A**

First Aide:
Cheryl Brown
Carmelita Vega

Search and Locate:
Amelia Azpitarte
Sabrina Martinez
Steve Cunicelli
Christy Vargas

Maintenance/Fire:
Michael Martinez
Maria Garcia

**Student Release &
Accountability
Teacher B**

Accountability:
Norma Beiber

Student Release:
Marlen DeLeon
Jessica Benavides
Sussan Garcia

Assembly Shelter:
Bruce Witte
Javier Pacheco

Security:
Steve Martinez
Javier Pacheco

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:

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 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 & 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).
 - 661-854-6590
 - d. A Communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.
 - NORTH FRONT GATE – Bear Mountain 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: Michael Martinez, Angel Pantoja, Maria Garcia
 - 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. Bear Mountain Office
 - Administer first aid. Cheryl Brown, School Nurse
 - Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations. Cheryl Brown, Jessica Benavides
 - Activate the Mass Notification System with appropriate message and directions for Student Release; Marlen DeLeon
 - Supervise Student Release Procedures: Ricardo Salinas and Sarah Randle
 - Check building utility systems and appliances for damage: Michael Martinez
8. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards. Ricardo Salinas and Sarah Randle
9. Plans alternate classroom evacuation routes, if standard routes are obstructed. Ricardo Salinas and Sarah Randle
10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures. Ricardo Salinas and Sarah Randle
11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site. Ricardo Salinas and Sarah Randle

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 designating 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, Clinica 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)
- 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.
- The DISTRICT THREAT ASSESSMENT TEAM (DTAT) will address as necessary:
 - Liability issues
 - School safety issues
 - Student Services disciplinary issues
 - Legal issues
 - Special Education issues
- 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 PREPAREDNESS & SAFETY MANAGER

Business Division

Qualifications

General Responsibilities

Under the general supervision of the Deputy Superintendent of Business and/or the Director of Business Administration, the Manager will work collaboratively with school sites, Facilities Planning, Business Services, Student Behavior & Supports, Special Education, the KHSD Police Department, and Communications/Public Information to develop, implement, and assess emergency preparedness and safety operations in the Kern High School District (KHSD).

Specific Duties

- Work with school site and district administrators to coordinate and assist with development of comprehensive school safety plans, including state and federal requirements and best practices.
- Work with school site and district administrators to coordinate and assist in the review and editing of school emergency operations plans, including the Standardized Emergency Management System (SEMS).
- Arrange with district-wide training for emergency preparedness and related incident command scenarios.
- Progress monitoring of district and site level drills and emergency operations plans
- Coordinate professional development and follow-up: facilitate relevant and necessary safety/operations professional development and monitor for compliance and fidelity.
- Assist with coordination/monitoring for site threat assessment teams and safety committee(s) on campus locations.
- Assist with the facilitation and coordination of District-wide safety and emergency preparedness efforts and monitor for fidelity/compliance.
- Assist, as needed, with KHSD District Safety Committee, Campus Security Advisory Council (TBD), and KHSD Vulnerability Assessment (to include scheduling, managing work flow, follow-up logistics).
- Remain current on trends/issues relevant to school safety and emergency preparedness and assist in the development of policies and procedures related to assigned areas of responsibility and in accordance with pertinent laws/regulations.
- Assist with coordination between City and County partners (Web EOC Rep, hazard mitigation analysis, Kern County Public Health, Office of Emergency Services, KCFD, Bakersfield Fire Department, etc.) for inter-agency logistics and service agreements when applicable.
- Coordinate radio/safety equipment orders for Dean of Students and AP of Admin (specific to school safety), working with, M&O, Director of Student Behavior/Supports, and Chief of Police. Conduct monthly radio checks.
- Assist school site administration to secure evacuation sites and secondary locations (business and interagency partners as needed).
- Work closely with Risk Management/Business on relevant outcome data to school safety and assist school sites with necessary data included within school safety plans and related drills and training.
- Work closely with the Deputy Superintendent of Business and the Director of Business Administration and school sites on site/district specific needs for operational aspects related to school safety.
- Other duties as assigned

SCHOOL PSYCHOLOGIST

School psychologists have the responsibility for the diagnosis of a wide range of learning, emotional, and behavioral problems in students with an emphasis on determining eligibility for special education programs and services. They shall:

- Conduct assessments of students for determination of eligibility for special education and assessment procedures.
- Conduct re-evaluations of students following the District, State and Federal guidelines.
- Draft assessment reports and any related documents or forms following the established format in a timely manner.
- Provide individual and small group counseling of identified special education students when necessary/needed or appropriate.
- Provide information and assistance to parents regarding assessments and counseling.
- Consult with special education staff as requested in meeting the needs of individual students.
- Participate in IEP meetings to interpret and discuss assessments with parents, staff and representatives of other agencies.
- Assist as needed at the school site level to determine needs of students being considered for ADA or Section 504 accommodations.
- Provide information and assistance to teachers, counselors and other school site staff on Student Study Teams or pre-referral activities related to helping students with learning difficulties.
- Conduct pre-expulsion assessments for special education students being considered for expulsion.
- Assist with any other duties or responsibilities as assigned by the Director.

SCHOOL COMMUNITY SPECIALIST

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

To act a liaison between migrant program, minorities, schools, migrant and minority parents, and community services. Employees in this classification receive limited supervision from a school site administrator within a framework of policies and procedures. This job classification is responsible for providing information and communication links with minority groups and must exercise initiative and possess communication skills in foreign languages.

ESSENTIAL FUNCTIONS

- Acts as liaison between the migrant program, minorities, District school site, migrant and minority parents, and community; disseminating accurate and timely information to appropriate persons/agencies
- translates and interprets foreign language, whenever necessary to accomplish required duties
- Assists in planning, implementing, and evaluating the parent community involvement programs
- Visits students'/parents' homes to disseminate and/or collect necessary information, to invite parents to school activities, or provided knowledge/access to a variety of school community services available, etc.
- Contacts various local community service agencies to explain migrant and other programs, analyzes family school needs, and to learn what services are available in school and community
- Contact schools and school personnel; providing information regarding migrant and minority students' families
- Participates in District parent involvement activities
- Establishes and maintains records of activities, home visits, meetings, etc.; preparing necessary reports
- Assists school personnel in communicating with and instructing minority students as necessary
- Participates in District Community Advisor meeting as necessary
- Performs related duties as required
- Works with minority students to enhance academic performance and extra-curricular participation

Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The applicable number from the chart below best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

SCHOOL HEALTH CLERK

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

To prepare, maintain, and update student health/immunization records and files; to administer first aid and perform other routine non-technical activities in the assistance of ill and injured students. Employees in this classification receive indirect supervision from a school site administrator within a framework of well-defined policies and procedures. This job classification performs a variety of responsible functions in assisting administration with designated health maintenance/preventative activities as well as assigned clerical tasks. This job classification requires a high level of communication skills, organizational skills, and initiative. Current CPR and first-aid certificates are required.

ESSENTIAL FUNCTIONS

- Receives and screens ill or injured students or staff; cares for or refers treatment to parents and others as required via established District policies and procedures
 - Administers first aid in conjunction with established District policies and procedures
 - Organizes, prepares, maintains, and updates information for student health records, files, and emergency cards (yearly or as needed)
 - Maintains and updates immunization records on every student at assigned site; verifying accuracy and completeness
 - Reviews student immunization records and notifies students, parents, etc., of immunization needs to meet State requirements
 - Contacts parents regarding accidents or illnesses
 - Prepares accident reports per District protocol and maintains records at school site
 - Assists nurse in school health programs such as hearing/vision testing, immunizations compliance, and other health related duties as needed
 - Assists school personnel with athletic/sports physicals upon request
- Maintains lists and files of students with medical and physical problems and advises teachers and staff of special health needs
- Inventories and orders health office supplies
 - Performs standard clerical functions such as typing/word processing, filing, record keeping, and similar duties in support of school office operations
 - Attends in-service training sessions arranged by District Office
 - Maintains medication authorization forms for each student taking medication
 - Administers emergency medical injections (epi-pen and glucagon) in strict compliance with doctor's orders and District policy
 - Assists student with medication and keeps a record of medical administration in school health office
 - Establishes and maintains logs/records of all student visits to the health office; noting times of visit, reason, and disposition

- Supervises student aides as necessary
- Performs related duties as required

Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The applicable number from the chart below best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

SCHOOL NURSE

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

Assures implementation of school and health laws; provides vision/hearing and health screenings; monitors health record, assessments and reports. Consults and serves as a resource during health emergencies, administers staff training in first aid and treatment of minor injuries, provides school personnel and parents with instruction in medical findings, health care procedures and use of equipment; requisitions medical supplies and equipment; and consults with agencies.

ESSENTIAL FUNCTIONS

- Assures implementation of school and health laws to include immunizations, infectious diseases, and specialized physical health care services
- Provides vision/hearing and health screening as prescribed by law
- Insures that the health record of each exceptional child is monitored and updated
- Understands and demonstrates an interest in special education issues
- Understands high school adolescent health issues in the large school setting
- Refers students when appropriated to necessary school department or community agency (Kern Health Department, Kern Regional Center, Speech Pathologist, Counselor, Physician, etc.)
- Completes and submits assessments and written reports at annual and three-year reviews as appropriate
- Attends orthopedic clinics to interpret findings to appropriate school personnel
- Provides staff with instruction and supervision of specialized physical health care procedures and use of equipment of designated students, which may include habilitation and rehabilitation procedures
- Understands community health issues such as TB, lice, scabies, impetigo, herpes, etc.
- Assesses needs and requisitions first aid and other medical supplies and equipment
- Provides staff and parents with instruction of health care
- Consults with public and private health agencies
- Evaluate student health records and oversees record keeping of staff
- Communicates and interacts with parents, guardians, peers, administrators and teachers

SCHOOL SOCIAL WORKER

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

Counselor/caseworker for school-based day treatment program for Seriously Emotionally Disturbed (SED) students or to other students identified as emotionally at risk. Participates in Intakes process for evaluation of problems and development of treatment plans. Performs casework services with students/families through individual or group therapy. Provides consultation to families, schools, and various social agencies.

ESSENTIAL FUNCTIONS

- Oversees day-to-day clinical treatment services provided to students
- Participates in regular clinical case conference
- Consults with Day Treatment team case manager regarding residential treatment needs of Day Treatment students
- Consults with Day Treatment team and helps determine allocation of resources for Day Treatment supplies and materials
- Conducts human assessments for at risk students and provides assistance for IEPs, transition plans and behavior intervention plans
- Provide for social interventions as direct services to pupils or through consultation and coordination
- Provide assistance in referral and utilization of community resources

Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. The applicable number from the chart below best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis.

STUDENT SUPPORT SERVICES INTERVENTION SPECIALIST

(MTSS/PBIS)

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

Proposed Salary Range 40.5. To act a liaison between school sites, student study teams at the site, and district leadership for MTSS-PBIS and student support services. Employees in this classification receive limited supervision from a district site administrator within a framework of policies and procedures. This job classification is responsible for providing information and communication links with school sites, community partners, and district staff.

- Expand and sustain implementation of Multi-Tiered Systems of Student Support (MTSS) and Positive Behavioral Intervention and Supports (PBIS) throughout Kern High School District and/or sites
- Work with data teams and PBIS support/leadership teams at all KHSD sites that have MTSS and PBIS and/or support program structures
- Assess training needs and connect with district and school sites
- Synthesize and report out on student support, restorative practices, MTSS and PBIS research and provide technical assistance* (TA) and intervention to PBIS site teams

ESSENTIAL FUNCTIONS

- Provide Tier II and Tier III services and interventions for students
- Coordinate Tier II Tier III services and interventions for identified students
- Participate in district and building level team meetings, and work with site leadership teams to case manage and coordinate MTSS as needed
- Work with identified schools, get administrative support, help schools identify team members for initial training
- Become familiar with district and school policies/procedures (handbooks, budgets, staff development)
- Support building level team meetings by providing technical assistance* (meetings dates, calendar tasks, agenda, communication with staff and others-community, parents, news, etc., Assist with action plan development at all three levels)
- Provide ongoing support and TA* to building leaders through district level meetings
- Oversee progress of district teams (faculty, team, district and principals)
- Insure school-wide data collection systems are established
- Assist in monitoring data and fidelity protocols for MTSS and student support structures on campus
- Provide TA* on school-wide data analysis
- Monitor progress and provide TA* on use of targeted intervention data analysis, with focus on Tier II student supports (and higher)
- Assist schools in sustainability of PBIS and MTSS
- Participates in regional, statewide and national trainings for PBIS and MTSS
- Provides school-based training in collaboration with regional and/or sub-regional coordinator
- Other duties as deemed appropriate

*TA=supporting teams through questioning, identification of key components, accessing resources

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.

The Arvin Union School District and all of its schools utilize the iloveguys.org Standard Response Protocol. The protocol is based on the response to any given situation not on individual scenarios and follows 5 specific actions that can be performed during an incident. 9-1-1 may require being activated depending on the scenario. Each of these protocols includes a Public Address, the initiation of an Incident Command System, Actions, Responsibility, Preparation, Drills, and a Public Address Release if possible and necessary. Notification should be sent home through Parent Square for outward messaging when possible during an event or after for security. Controlled Release may be necessary depending on the actions.

Immediate Response Actions are:

HOLD: is followed by the Directive: "In your room or area" to be used when hallways need to be kept clear of occupants.

SECURE: is followed by the Directive: "Get Inside. Lock Outside Doors" to be used when safeguarding people within the building is necessary.

LOCKDOWN: is followed by the Directive: "Locks, Lights, Out of Sight" to be used to secure individual rooms and keep occupants quiet and in place.

EVACUATE: is followed by the Directive: "Evacuate" to be used to move people from one location to a different location in or out of the building.

SHELTER and state the HAZARD and SAFETY STRATEGY for group and self protection.

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:

HOLD: is followed by the Directive: "In your room or area" to be used when hallways need to be kept clear of occupants.

SECURE: is followed by the Directive: "Get Inside. Lock Outside Doors" to be used when safeguarding people within the building is necessary.

LOCKDOWN: is followed by the Directive: "Locks, Lights, Out of Sight" to be used to secure individual rooms and keep occupants quiet and in place.

EVACUATE: is followed by the Directive: "Evacuate" to be used to move people from one location to a different location in or out of the building.

SHELTER and state the **HAZARD** and **SAFETY STRATEGY** for group and self protection.

Types of Emergencies & Specific Procedures

Aircraft Crash

AIRPLANE CRASHES 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

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.

Animal Disturbance

STAFF ACTIONS:

- Alert Site Administrator
- If the animal is outside, proceed with SHELTER IN PLACE protocol. Keep students safely inside.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.

IN THE EVENT OF A BEE SWARM:

- 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

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 nurse’s absence, the attendance clerk is 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. The secretary 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 closest classroom
Direct as many students as possible into rooms
Supervise the area outside room until students are in rooms
Lock doors, close curtains, turn off lights
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:

- 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

Hazardous Materials Incident (HAZMAT)

Store all hazardous materials on site to prevent spills or releases.
Keep students away from spills or releases of hazardous materials.
Clean up spill/release of hazardous materials and properly dispose of resulting hazardous waste.
Provide training on proper storage of hazardous materials to all staff that handle them.
Establish evacuation or shelter in place procedures for keeping students away from spills or releases of hazardous materials.
Have trained staff or licensed clean up company remediate spill/release of hazardous materials.

PROCEDURE FOR ONSITE INCIDENT:

Notify Incident Commander
Follow Evacuation Procedures
Call 911
Incident Commander will notify the superintendent
Incident Commander should have the following available for the fire department upon their arrival:
o Location and type of hazardous material, if known (locate Safety Data Sheet and provide to responders)
? Knowledge of anyone remaining in the building
o Floor plans and internal systems information

PROCEDURE FOR OFF-SITE HAZMAT INCIDENT:

Upon notification by authorities of a hazardous material accident in the area which could affect schools in the District, the Incident Commander will ensure:
HVAC power is Shut off
Communication to staff that all windows and doors must remain closed until further notice
Superintendent has been notified

Communication with emergency responders is maintained

Bomb Threat/ Threat Of violence

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for managing bomb threats. Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Receiving Threats

Any staff member receiving a bomb threat by telephone shall try to keep the caller on the line for as long as possible in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. The staff member should not hang up, even if the caller does, and copy the number and/or letters on the telephone's display, if available.

If the bomb threat is received through regular mail or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email, text messaging, or social media, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

Any employee or other school official who receives a bomb threat shall immediately call 911 and report the threat or perceived threat to law enforcement. The employee shall also report the threat to the Superintendent or designee.

If the threat is in writing, the employee shall rewrite the threat exactly as is on another sheet of paper, including the date, time and location the document was found, any conditions surrounding the discovery or delivery of the document, and the full names of any other employees who saw the threat. The employee shall secure the document and not alter it in any way. If the document is small and/or removable, the employee shall place it in a bag or envelope.

If the threat is electronic, the employee shall leave the message open, and print, photograph, or copy the message and subject line, and note the date and time of the message.

Any student or employee who sees a suspicious package should not touch, tamper with, or move the item, and shall immediately notify law enforcement and the Superintendent or designee.

The Superintendent or designee shall immediately contact law enforcement if not yet done, assess the situation, ensure the area is secured, and initiate standard evacuation procedures as specified in the emergency plan.

The Superintendent 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. No school staff, students, parents/guardians, or others on campus shall search for or handle any explosive or incendiary device.

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

Staff Training

The Superintendent or designee shall provide training regarding the assessment and reporting of potential threats and procedures for managing bomb threats to district and site administrators, safety personnel, teachers, and other staff members, as appropriate. 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, Last Revised Date: 11/19/2024

Bus Disaster

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.

Cardiac Arrest

This memo is distributed every year by each site administrator to all staff to educate them on Sudden Cardiac Arrest and the location of the Automated Electronic Defibrillators (AED's) on campus during an annual training:

Subject: Sudden Cardiac Arrest and Automated Electronic Defibrillator use on your campus.

Sudden cardiac arrest (SCA) is often the result of a sudden, unexpected heart malfunction. During SCA, the heart's electrical impulses become chaotic and ineffective and blood flow to the brain ceases. The victim will die unless a normal heart rhythm is restored.

Victims of SCA pass out and will stop breathing, though they may gasp/moan. They have only four to six minutes before brain damage begins to occur, and soon after that, brain death. For each minute that passes without medical or bystander intervention, there is an incremental 10% decrease in the chance of victim survival.

SCA survivors typically have four things in common:

- A passing bystander recognizes the emergency, decides to help, confirms the victim is not responding, and makes sure that 911 is called.
- Someone begins CPR immediately--therefore doubling the victim's chance of survival.
- An automated external defibrillator (AED) is delivered to the scene ideally within three to five minutes and bystanders utilize it immediately. The device provides the life-saving shock (only when it deems it's necessary) to the victim's heart.
- Professional EMS personnel arrive early and provide advanced life-support care.

PROCEDURE FOR USE OF AED

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

KEEP AED ATTACHED UNTIL EMS ARRIVES

AED locations:

BME:

ECR:

SV:

HD:

Regulation 5141: Health Care And Emergencies Status: ADOPTED

Original Adopted Date: 06/14/2016 | Last Revised Date: 11/18/2025 | Last Reviewed Date: 11/18/2025

Emergency Contact Information

In order to facilitate contact in case of an emergency or accident, the principal or designee shall annually request that parents/guardians provide the following information:

Home address and telephone number

Parent/guardian's business address and telephone number

Parent/guardian's cell phone number and email address

Name, address, and telephone number of an alternative contact person to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached
Local physician to call in case of emergency

In addition, parents/guardians shall be encouraged to notify the school whenever their emergency contact information changes.

Notification/Consent for Medical Treatment

Whenever a student requires emergency or urgent medical treatment while at school or a district-sponsored activity, the principal or designee shall contact the parent/guardian or, if the parent/guardian cannot be reached, another person identified in the district's student information system as an emergency contact, in order to obtain consent for the medical treatment.

If the student's parent/guardian or other contact person cannot be reached to provide consent, the principal or designee may seek reasonable medical treatment for the student as needed, unless the parent/guardian has previously filed with the district a written objection to any medical treatment other than first aid.

A person who has filed with the district a completed caregiver's authorization affidavit pursuant to Family Code 6550-6552 shall have the right to consent to or refuse school-related medical care on behalf of the minor student. The caregiver's authorization shall be invalid if the district receives notice that the minor student is no longer living with the caregiver or if the Superintendent or designee has actual knowledge of facts contrary to those stated on the affidavit. (Family Code 6550)

The caregiver's consent to medical care shall be superseded by any contravening decision of the parent or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health, or safety. (Family Code 6550)

Automated External Defibrillators

When an automated external defibrillator (AED) is placed in a district school, the Superintendent or designee shall notify an agent of the local emergency medical services agency of the existence, location, and type of AED acquired. (Health and Safety Code 1797.196, 1797.200)

The Superintendent or designee shall ensure that any AED placed at a district school is: (Health and Safety Code 1797.196)
Maintained and tested according to the operation and maintenance guidelines set forth by the manufacturer

Tested at least biannually and after each use

Inspected at least every 90 days for potential issues related to operability of the device, including a blinking light or other obvious defect that may suggest tampering or that another problem has arisen with the functionality of the AED

Additionally, the Superintendent or designee shall comply with all laws and regulations governing the placement of an AED and maintain required records of the AED maintenance and testing. (Health and Safety Code 1797.196)

The Superintendent or designee shall develop a written plan which describes the procedures to be followed in the event of a medical emergency, including an emergency that may involve the use of an AED. These procedures shall include, but not be limited to, requirements for immediate notification of the 911 emergency telephone number in the event of an emergency that may involve the use of an AED.

The principal of any district school with an AED shall annually provide information to school employees that describes: (Health and Safety Code 1797.196)

Sudden cardiac arrest

The school's emergency response plan

The proper use of an AED

Instructions on how to use the AED, in no less than 14-point type, shall be posted next to every AED. Additionally, school employees

shall be notified annually of the location of all AED units on campus and be provided information about who they can contact if they want to voluntarily take AED or cardiopulmonary resuscitation training. (Health and Safety Code 1797.196)

The Superintendent or designee shall annually offer a demonstration to at least one school staff member on how to use an AED properly in an emergency. The building owner may arrange for the demonstration or partner with a nonprofit organization to do so. (Health and Safety Code 1797.196)

The principal of any district school serving students in grades 6-12 that has an AED placed in the school shall annually notify students as to the location of all AEDs on campus. (Health and Safety Code 1797.196)

Trauma Kits

Any district school with an occupancy of 200 or more that was constructed on or after January 1, 2023, or was constructed prior to January 1, 2023, and modified or renovated as specified, shall acquire and place at least six trauma kits on the premises of the building in an easily accessible and recognizable container. (Health and Safety Code 19310)

All trauma kits acquired and placed on the premises of a school building or structure shall be inspected every three years to ensure that all materials, supplies, and equipment contained in the trauma kit are not expired, and replace any expired or missing materials, supplies, and equipment as necessary. After a trauma kit is used, it shall be restocked and any materials, supplies, and equipment replaced as necessary to ensure that all materials, supplies, and equipment required to be contained in the trauma kit are contained in the trauma kit. (Health and Safety Code 19310)

Regulation 6143: Courses Of Study Status: ADOPTED

Original Adopted Date: 12/13/2016 | Last Revised Date: 11/14/2023 | Last Reviewed Date: 11/14/2023 [see more](#)

Grades 1-6

Courses of study for grades 1-6 shall include the following:

English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)

Mathematics: concepts, operational skills, and problem solving (Education Code 51210)

Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

The history, resources, development, and government of California and the United States

Instruction shall include the early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

The development of the American economic system, including the role of the entrepreneur and labor

The relations of persons to their human and natural environments

Eastern and western cultures and civilizations

Contemporary issues

The wise use of natural resources

Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)

Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)

Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available

Fire prevention

The protection and conservation of resources, including the necessity for the protection of the environment

Venereal disease

The effects of alcohol, narcotics, drugs, and tobacco upon the human body

Violence as a public health issue

Physical education: with emphasis on physical activities conducive to health and vigor of body and mind

Violence awareness and prevention

Career awareness exploration

Grades 7-12

Courses of study for grades 7-12 shall include the following:

English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)

Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)

The history, resources, development, and government of California and the United States, including instruction in:

The early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5, 60040)

World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time

The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war

The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States

The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens

under the criminal and civil law and the state and federal constitutions

The development of the American economic system, including the role of the entrepreneur and labor

The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

Eastern and western cultures and civilizations

Human rights issues, with particular attention to the study of the inhumanity of genocide, which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides, slavery, and the Holocaust

Contemporary issues

World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)

Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

Applied arts: consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)

Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available

Fire prevention

The protection and conservation of resources, including the necessity for the protection of the environment

Venereal disease

The effects of alcohol, narcotics, drugs, and tobacco upon the human body

Violence as a public health issue

Violence awareness and prevention

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education, including, but not limited to, child growth and development, parental responsibilities, household budgeting, child abuse and neglect issues, personal hygiene, maintenance of healthy relationships, teen parenting issues, and self-esteem subject to state funding. (Education Code 51220.5)

Regulation 6145.2: Athletic Competition Status: ADOPTED

Original Adopted Date: 12/11/2018 | Last Revised Date: 07/24/2025 | Last Reviewed Date: 07/24/2025 see more
Nondiscrimination and Equivalent Opportunities in the Athletic Program

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of any actual or perceived characteristic specified in law and Board Policy 0410 - Nondiscrimination in District Programs and Activities. (Education Code 220, 221.5, 230 5 CCR 4920, 34 CFR 106.41)

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with the student's gender identity, irrespective of the gender listed on the student's records, for which the student is otherwise eligible to participate. (Education Code 221.5)

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

The Superintendent or designee shall ensure that equivalent opportunities are available to both sexes in athletic programs by considering, among other factors: (5 CCR 4922; 34 CFR 106.41)

Whether the offered selection of sports and levels of competition effectively accommodate the interests and abilities of both sexes

The athletic program may be found to effectively accommodate the interests and abilities of both sexes using any one of the following tests: (Education Code 230, 5 CCR 4922)

Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments

Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex

Where the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in Item #1b above, whether the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program

The provision and maintenance of equipment and supplies

Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices

Travel and per diem allowances

Opportunities to receive coaching and academic tutoring

Assignment and compensation of coaches and tutors

Provision of locker rooms, practice facilities, and competitive facilities

Provision of medical and training facilities and services

Provision of housing and dining facilities and services

Publicity

Provision of necessary funds

Each school that offers competitive athletics shall, at the end of the school year, post on its school website, or on the district website if the school does not have a website, the following information: (Education Code 221.9)

The total enrollment of the school, classified by gender

The number of students enrolled at the school who participate in competitive athletics, classified by gender

The number of boys' and girls' teams, classified by sport and by competition level

The data reported for Items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the website. (Education Code 221.9)

Concussions and Head Injuries

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student initiates practice or competition. (Education Code 49475)

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, concussions. (Education Code 35179.1, 49032)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the student sustained a concussion or a head injury, the student shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

A middle school or high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single day. For these purposes, full-contact practice means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)

Heat Illness

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and

the appropriate response to, heat illness, including heat cramps, heat syncope, heat exhaustion, and exertional heat stroke. (Education Code 35179.1, 49032)

To assist in the prevention of heat illness, coaches and/or athletic trainers shall gradually increase the intensity and duration of exercise to acclimate student athletes to practice in the heat, provide adequate rest breaks, make water available during all athletic activities, and alter practice plans in extreme environmental conditions.

Sudden Cardiac Arrest

The Superintendent or designee shall distribute the California Interscholastic Federation (CIF) information sheet on sudden cardiac arrest to all student athletes who will be participating in a CIF-governed athletic activity and to their parents/guardians. The student and parent/guardian shall sign and return the information sheet prior to the student's participation in the athletic activity. If an athletic activity is not covered by CIF, the student and parent/guardian shall, prior to the student's participation in the athletic activity, sign and return an acknowledgement that they have received and reviewed the sudden cardiac arrest information posted on the California Department of Education's website. (Education Code 33479.2, 33479.3)

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, sudden cardiac arrest. (Education Code 33479.6, 33479.7, 35179.1, 49032)

If a student athlete passes out or faints, or is known to have passed out or fainted, while participating in or immediately following participation in an athletic activity, the student shall be removed from participation at that time. If a student exhibits any other symptoms of sudden cardiac arrest, including seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate, or extreme fatigue, the student may be removed from participation by a coach or other employee who observes these symptoms. If any such symptoms are observed, notification shall be given to the student's parent/guardian so that the parent/guardian can determine the treatment, if any, the student should seek. A student who has been removed from participation shall not be permitted to return until the student is evaluated and given written clearance to return to participation by a health care provider. (Education Code 33479.2, 33479.5)

Automated External Defibrillators

The Superintendent or designee shall acquire at least one automated external defibrillator (AED) for each district school that participates in any interscholastic athletic program and shall make the AED(s) available to coaches, athletic trainers, and/or other authorized persons at athletic activities or events for the purpose of providing emergency care or treatment to students, spectators, and other individuals in attendance at the athletic program's on-campus activities and events. (Education Code 35179.6)

The district shall comply with all requirements of Health and Safety Code 1797.196 pertaining to any AED acquired by the district, including, but not limited to, regular maintenance and testing of the AED, and the provision and posting of information regarding the location of any AED and proper use of the AED. (Education Code 35179.6; Health and Safety Code 1797.196)

Additional Notifications

Before students participate in practice or competition as part of interscholastic athletic activities, the Superintendent or designee shall, in addition to providing the students and their parents/guardians with the notices described above, send a notice to the students and their parents/guardians which:

Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Compliance Officer/Title IX Coordinator

Includes a copy of students' Title IX rights pursuant to Education Code 221.8

Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare

Provides information about insurance protection pursuant to Education Code 32221.5

Requests parental permission for the student to participate in the program and, if appropriate, to be transported by the district to and from competitions
States the district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship
Includes a copy of the local CIF league rules
Includes information about the CIF bylaw and district policy requiring any student athlete and the student's parent/guardian to sign a statement that the student will not use steroids, unless prescribed by a licensed health care practitioner, and will not use prohibited dietary supplements that include substances banned by the U.S. Anti-Doping Agency
Includes the opioid fact sheet published by the Centers for Disease Control and Prevention in accordance with Education Code 49476
The district shall provide this fact sheet annually to each student athlete and shall require the student and the student's parent/guardian to sign a document acknowledging receipt of the fact sheet

Disorderly Conduct

When an advance notice of a planned protest is given, inform staff, local law enforcement, and the 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.

Refer also to section on Student Disturbances.

Policy 5131.4: Student Disturbances Status: ADOPTED

Original Adopted Date: 02/15/2022 | Last Reviewed Date: 02/15/2022 see more

The Board of Trustees recognizes that all school staff must be prepared to cope with campus disturbances and to minimize the risks they entail. Staff should be especially sensitive to conditions that foster racial conflict, student protests, or gang intimidation and confrontations.

The Superintendent or designee shall establish at each school a disturbance response plan for curbing disruptions which create disorder and may lead to riots, violence or vandalism at school or school-sponsored events.

The Superintendent or designee shall consult with law enforcement authorities to plan for police support during school disruptions. Each school's disturbance response plan shall address the role of law enforcement. When a disturbance directly threatens students or staff, the Superintendent or designee has the authority to call in law enforcement personnel for assistance and may dismiss school.

Students who participate in disturbances may be subject to disciplinary action.

STAFF ACTIONS:

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

STUDENT ACTIONS:

In a violent situation, immediately notify the first available adult

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

Earthquake

EARTHQUAKE PREPAREDNESS

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

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

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

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

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

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

A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

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

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

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

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

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

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

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and

equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

EARTHQUAKE WHILE INDOORS AT SCHOOL

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

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

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

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

After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.

When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

EARTHQUAKE WHILE OUTDOORS AT SCHOOL

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

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

Staff shall have students perform the drop procedure.

Staff shall have students stay in the open until the earthquake is over or until further directions are given.

EARTHQUAKE WHILE ON THE BUS

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

Subsequent Emergency Procedures

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

Staff shall extinguish small fires if safe.

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

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

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

The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

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

The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Regulation 3516.3: Earthquake Emergency Procedure System

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

Explosion or Risk Of Explosion

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

Extreme Weather

The State of California is vulnerable to a variety of severe weather hazards. This plan addresses the hazards associated with severe weather including hail, thunderstorms and extreme heat.

HAIL

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to \$1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimates that 24 people are injured from hail each year. Students and staff would be directed to stay indoors until the hail subsides.

THUNDERSTORMS

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger. Students and staff would be directed to stay indoors until the storm subsides.

INCIDENT CONDITIONS

When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously. When the impacts exceed the capabilities of local jurisdictions, the State must respond in a timely, organized, and efficient manner in order to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

EXTREME HEAT

Climate change is leading to higher temperatures and high temperatures can kill. Heat-related deaths and illnesses are preventable, yet approximately 1,220 people die from extreme heat every year in the United States. In California, between 2010-2020, there was an average of more than 5,000 emergency department visits and 60 deaths per year due to heat-related illness. Among teenage athletes, heat-related illness (or heat illness), is a leading cause of death. All youth and student athletes are susceptible to the risks of exercising in a hot environment, particularly those participating in high-exertion sports.

CDPH Health Guidance for Schools on Sports and Strenuous Activities During Extreme Heat

There are 5 heat risk levels: 1 Green - Little to no risk, 2 Yellow - Minor, 3 Orange - Moderate, 4 Red - Major, 5 Magenta Extreme

ACTIONS TO BE TAKEN:

Level 1 -Little to None: No preventative actions necessary

Level 2 -Minor: Increase hydration & Reduce time spent outdoors or stay in the shade when the sun is strongest

Level 3-Moderate: Reduce time in the sun during the warmest part of the day, Stay hydrated, Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.), & Move outdoor activities to cooler times of the day

Level 4-Major: Cancel outdoor activities during the heat of the day (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day, Stay hydrated, & Stay in a cool place especially during the heat of the day and evening

Level 5-Extreme: Cancel outdoor activities, Stay hydrated, Stay in a cool place, including overnight, If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate.

Real Time Outdoor Activity Risk (ROAR) Guidelines

15 Minute Recess

LEVEL 1 - Outdoor Activity Ok.

LEVEL 2 - Sensitive individuals are medically managing their conditions.
LEVEL 3 - Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.
LEVEL 4 - Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should stay indoors.
LEVEL 5 - No outdoor activity

P.E (1 hour)

LEVEL 1 - Outdoor Activity Ok.
LEVEL 2 - Sensitive individuals are medically managing their conditions.
LEVEL 3 - Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.
LEVEL 4 - Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should stay indoors.
LEVEL 5 - No outdoor activity.

Athletic Practice (2-4 hours)

LEVEL 1 - Outdoor Activity Ok.
LEVEL 2 - Sensitive individuals are medically managing their conditions.
LEVEL 3 - Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks & substitutions.
LEVEL 4 - Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors
LEVEL 5 - No outdoor activity.

Scheduled Sporting Events

LEVEL 1 - Outdoor Activity Ok.
LEVEL 2 - Sensitive individuals are medically managing their conditions.
LEVEL 3 - Increase rest breaks and substitutions per California Interscholastic Federation (CIF) guidelines for extreme heat. Ensure that sensitive individuals are medically managing their condition.
LEVEL 4 - Increase rest breaks and substitutions per California Interscholastic Federation (CIF) guidelines for extreme heat. Ensure that sensitive individuals are medically managing their condition.
LEVEL 5 - Event must be rescheduled or relocated.

*Sensitive individuals include all those with asthma or other heart/lung conditions.

Be aware that multiple days of extreme high temperatures will make students and athletes more vulnerable to heat illness. Always monitor for exertional heat illness. Air temperature, humidity, direct sunlight and other factors can increase risk of heat illness.

Be aware that exertional heat stroke is life-threatening. Exertional heat stroke (EHS) can occur within the first 60 minutes of exertion and may be triggered without exposure to high ambient temperatures. Other heat-related illnesses include heat exhaustion, heat cramps, sunburn and heat rash.

Proceed with extra caution in scenarios where extreme heat occurs suddenly, lasts an extended period of time and/or reaches new high temperatures. Generally, in these scenarios, very few outdoor activity participants (or those participating in indoor spaces without cooling) are "acclimatized." Heat acclimatization is the body's process of adapting to or "getting used to" the heat that occurs gradually (usually requiring 1 to 2 weeks) when a person is exposed to a hotter setting. Students and athletes face higher risk of heat illness when they are not acclimatized to hotter and/or more humid conditions. Certain geographic areas (such as coastal areas) not accustomed to higher temperatures will have more persons that are not acclimatized.

SIGNS AND SYMPTOMS OF EXERTIONAL HEAT-RELATED ILLNESS:

Muscle cramping
Weakness
Headache
Dizziness
Hot and wet or dry skin
Flushed face
Rapid heartbeat, low blood pressure

Breathing very fast (hyperventilation)

Vomiting, diarrhea

Behavioral/ cognitive changes (confusion, irritability, aggressiveness, hysteria, emotional instability, impaired judgement, inappropriate behavior)*

Drowsiness, loss of consciousness*

Staggering, disorientation*

Difficult speaking, slurred speech*

Seizures*

*These are signs of the most severe form of exertional heat-related illness, heat stroke, which is life threatening and requires immediate, aggressive body cooling and medical attention.

TREATMENT:

When exertional heat stroke (EHS) is suspected for an athlete, COOL FIRST and TRANSPORT SECOND.

Cooling treatment must be provided immediately before being transported by emergency medical services (EMS).

Remove all equipment and extra layers of clothing

Cool the athlete as quickly as possible within 30 minutes via whole body cold or ice water immersion (place the athlete in a tub with ice and water approximately 35-58 degrees F).

Stir water and add ice throughout cooling process.

If cold-water immersion is not possible (no tub), aggressively douse the athlete's whole body with cold water. Or if that's not possible, take the athlete to a shaded, cool area and use rotating cold, wet towels to cover as much of the body surface as possible.

After cooling has been initiated, activate emergency medical system by calling 9-1-1.

OTHER STEPS TO PREVENT HEAT-RELATED ILLNESS:

Monitor students and athletes by asking yourself these questions:

1. Are they drinking enough water?
2. Do they have access to air conditioning?
3. Do they need help cooling?
4. Are they exhibiting signs and symptoms of heat-related illness?

Remind students and athletes:

-Getting too hot can make them sick

-To limit their outdoor activity, especially midday when the sun is the hottest

-To pace their activity

-To drink more water than usual and don't wait until you're thirsty to drink more

-To wear loose, lightweight, light-colored clothing

-To use sunscreen and reapply as needed following the package directions

Fire in Surrounding Area

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

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 predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather. Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the grounds or building.

Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise.

Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.

STAFF ACTIONS:

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

Remain with and supervise students throughout the duration of the incident

Take the class roster and emergency kits. Take attendance before leaving the site

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

OFFICE/SUPPORT STAFF ACTIONS:

Monitor radio and Internet for flood information and report any developments to the Incident Commander

Review procedures with staff as needed

Disseminate information about the incident and follow-up actions such as relocation site and reunification procedures

Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded

Take appropriate action to safeguard property

Document all actions taken

Loss or Failure Of Utilities

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.

Pandemic

The health and safety of students and staff is the top priority during a health crisis. Responses may vary depending on the characteristics of the pandemic.

1. Communicate clearly protocols as provided by the Center for Disease Control and the Local Health Department
2. Communicate symptoms checker information and initiate checker procedures at all district locations
3. Initiate a contact tracing and exposure reporting procedure
4. Limit spread of the identified contagion through recommended protocols for cleaning, distancing, disinfecting, and use of appropriate Personal Protective Equipment
5. Initiate continuity of instruction plans utilizing the most recent District Return to School Planning Guide - this may include learning from home
6. Provide training to staff and families
7. Utilize resources and focus on communication
8. Provide relevant and verified health information
9. Respond to changes and challenges with grace through Trust, Transparency, and Teamwork

Psychological Trauma

STUDENT WELLNESS TEAMS

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.

Tactical Responses to Criminal Incidents

Initiate the Standard Response Protocol as Necessary

HOLD
SECURE
LOCKDOWN
EVACUATE
SHELTER

Contact 9-1-1 in an ongoing emergency with most accurate information immediately available.

Gather information to provide law enforcement as possible

1. Limit access to the area to allow for investigation
2. Eye witnesses to write statements and sign and date
3. Check cameras for footage in localized and adjacent areas
4. Investigate through social media feeds to locate any pertinent information

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.

Emergency Evacuation Map

