Comprehensive School Safety Plan (CSSP)
Ed Code 32280-32289

SOUTHERN KERN UNIFIED SCHOOL DISTRICT

2601 Rosamond Boulevard
Rosamond, CA 93560
(661) 256-5000 ext. 1113

This document is available for public inspection during regular business hours at 2601 Rosamond Blvd.

NOTE: Tactical information is excluded from the public inspection document.

SKUSD

Comprehensive District Safety Plan Roster

Original signature page retained at the site.

Barbara E. Gaines, Superintendent

Sunni Hepburn– President, Board of Trustees

Mario Gutierrez, Vice President, Board of Trustees

Bob Vincelette, Clerk

Adrienne Rendon, Member, Board of Trustees

Justin Wright, Member, Board of Trustees

Leanne Hargus, Associate Superintendent

Robert Irving, CBO

A meeting for public input was held on January 20, 2021

Plan Revised in December 2024

Plan approved by Southern Kern Unified School District on February 17, 2021

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SUMMARY OF SKUSD

Southern Kern Unified School District, a school district in the State of California was established on July 1, 1962. The district is located in the southeast portion of Kern County and serves the community of Rosamond, California. The district encompasses roughly 298 square miles serving approximately 3,700 students. The district currently operates two elementary schools, one middle school, one high school, one continuation high school and one independent study school. The district currently employs 170 teachers, 204 classified, 9 confidential, and 15 management positions. The current student-teacher ratio is 24 to 1 in grades Pre-K to 3, 28 in grades 4 – 6, and 30 in grades 7 – 12. In PE classes secondary, no more than 56 students may be in any one class. Special Day Classes (SDC) should have no more than 15 students in a Mild/Mod. Class, 12 students in a Mod/Severe Class, and 12 students in an EDD class.

DISTRICT ORGANIZATION

The District is governed by a Board of Trustees (the "Board"). The Board consists of 5 members who are elected at large to overlapping four-year terms at elections held in staggered years. If a vacancy arises during any term, the vacancy is filled by either an appointment by the majority vote of the remaining Board Members or by a special election.

BOARD OF TRUSTEES

Sunni Hepburn	President
Mario Gutierrez	Vice President
Bob Vincelette	Clerk
Adrienne Rendon	Member
Justin Wright	Member

SUPERINTENDENT

Barbara Gaines, has been Superintendent of the District since June 21, 2019. Prior to holding the Superintendent position, Mrs. Gaines was the Director of Curriculum and Instruction and the Director of the Magnet Schools Assistance Program (MSAP) grant in Palmdale School District. Mrs. Gaines has served as a Teacher, Curriculum Resource Teacher (CRT), Intern Liaison, Asst. Principal, Principal at Elementary and Middle School, Director, and now Superintendent. Mrs. Gaines has served as a member of the Antelope Valley College Board of Trustees since being elected in November of 2013. She has spent 29 years in the educational field in California.

Child Abuse Reporting Procedure

***IMPORTANT NOTE*:** With the passage of **AB 1432** in September, 2014, all school districts, county offices of education, and charter schools are required to:

1. Annually train, using the **online training module** provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in **Penal Code 11165.7**, on the mandated reporting requirements.
2. A process is developed for all persons required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.

The training method and process used to assure compliance with **AB 1432** is outlined in this section, in addition to the procedures our school district uses for reporting cases of suspected child abuse or neglect.

Southern Kern Unified School District Administrative Regulation 5141.4

Child Abuse Procedures

Observing employee must notify authorities first and make a written report. **We are obligated by law to report anything where we may have doubt.** If we do not report to the following agencies and an abuse case is validated and we had prior knowledge, we can be fined, jailed or both. We are not to tell or discuss our calls on suspected child abuse to anyone except our supervisor or principal and, that is **only** if we wish to let him or her know.

Authorities to notify are:

- *Child Protective Services*
- **Kern County Sheriff should be called first if bruises are visible or if child is in pain) (661) 861-3110.**

Do not rely on others to contact CPS/Sheriff for you. By law, **you** must make notification if you have reasonable doubt.

For personal safety precautions, it is wise to have a witness when you call. Mark their name next to yours on the form. Also, have your witness sign his/her name and put "witness to call". The standard CPS form is to be sent to CPS after a call is made. Forms can be picked up in the office.

1. Phone # 661-631-6011
2. Fax # 661-631-6568

Southern Kern USD Administrative Regulation 5141.4

As stated in the Board Policy, "District employees are obligated to report all known or suspected incidents of child abuse and neglect in accordance with law, Board policy, and administrative regulation. Employees shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect." District employees are mandated reporters.

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

Reporting Procedures

- Initial Telephone Report Call to any police department, sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. Kern County Sheriff – Rosamond – (661) 256-9700
- Forward completed Child Abuse Report form within 36 hours.
- Do not pass on the responsibility to report. However, you can/should consult with your supervisor.
- If you have a reasonable suspicion, you then have a duty to check (reasonable suspicion creates a duty).
- If in doubt, file.
- The burden of proof is not with you. Police, County Probation, Children and Family Services will do the investigation.
- School staff is not liable for defamation if done in the course and scope of your employment.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐YES ☐NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services)	AGENCY	
ADDRESS Street City Zip		DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - TITLE		TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	TELEPHONE ( )		
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐YES ☐NO	DEVELOPMENTALLY DISABLED? ☐YES ☐NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME
IN FOSTER CARE? ☐YES ☐NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐DAY CARE ☐CHILD CARE CENTER ☐FOSTER FAMILY HOME ☐FAMILY FRIEND ☐GROUP HOME OR INSTITUTION ☐RELATIVE'S HOME		TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐PHYSICAL ☐MENTAL ☐SEXUAL ☐NEGLECT ☐OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐YES ☐NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐YES ☐NO ☐UNK	

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE ( )	BUSINESS PHONE ( )	

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	TELEPHONE ( )		
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

Suicide Prevention

(The SKUSD Youth Suicide Prevention Policy is posted on the Website)

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, SKUSD along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

B. Suicide Prevention Training and Education

The SKUSD along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide. Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and post prevention.
- All suicide prevention trainings shall be offered under the direction of School-employed mental health professionals (e.g., mental health therapists, school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training, options to be determined. Core components of the general suicide prevention training shall include:
  a. Suicide risk factors, warning signs, and protective factors;
  b. How to talk with a student about thoughts of suicide;
  c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for

a suicide risk assessment;

d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  a. The impact of traumatic stress on emotional and mental health;
  b. Common misconceptions about suicide;
  c. School and community suicide prevention resources;
  d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  e. The factors associated with suicide (risk factors, warning signs, protective factors);
  f. How to identify youth who may be at risk of suicide;
  g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
  h. District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  i. District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior post intervention);
  j. Responding after a suicide occurs (suicide post intervention);
  k. Resources regarding youth suicide prevention;
  l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
  m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being

constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  a. Youth affected by suicide;
  b. Youth with a history of suicide ideation or attempts;
  c. Youth with disabilities, mental illness, or substance abuse disorders;
  d. Lesbian, gay, bisexual, transgender, or questioning youth;
  e. Youth experiencing homelessness or in out-of-home settings, such as foster care;
  f. Youth who have suffered traumatic experiences;
  g. Youth living in poverty and hardship

C. Employee Qualifications and Scope of Services

Employees of the SKUSD and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (mental health therapists, school counselors, psychologists, social workers, and nurses) employed by SKUSD.

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the SKUSD suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the SKUSD Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
  a. Suicide risk factors, warning signs, and protective factors;
  b. How to talk with a student about thoughts of suicide;

c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

F. Student Participation and Education

The SKUSD, along with its partners, has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress; Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
  a. Coping strategies for dealing with stress and trauma;
  b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
  c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
  d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health and science classes).

The SKUSD will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Intervention, Assessment, Referral

A. Staff

Two SKUSD staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school mental health therapist, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Websites. [Suicide Prevention Liaisons: Primary - Director of Special Education; Secondary - Associate Superintendent].

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. SKUSD employs

licensed mental health therapists who will determine the needs of the student to ensure safety and wellbeing.

D. Parental Notification and Involvement

Each school within the SKUSD shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. Kern County Department of Human Services - Child Protective Services, 100 E. California Avenue, Bakersfield, 93302, (661) 631-6417.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;

- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of SKUSD property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers' steps for reintegration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a mental health therapist, school psychologist, trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School after a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for students to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resour ces_for_schools-9/

I. ***Responding After a Suicide Death*** *(Postvention)*

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Primary (Director of Special Education) and Secondary (Associate Superintendent) Suicide Prevention Liaisons for the SKUSD shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
    a. Identify a staff member to confirm death and cause (school site administrator);

b. Identify a staff member to contact the deceased's family (within 24 hours);
c. Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

- Coordinate an all-staff meeting, to include:
  a. Notification (if not already conducted) to staff about suicide death;
  b. Emotional support and resources available to staff;
  c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  d. Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to the needs of students regarding the following:
  a. Review of protocols for referring students for support/assessment;
  b. Talking points for staff to notify students;
  c. Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
  a. Identify what platforms students are using to respond to suicide death
  b. Identify/train staff and students to monitor social media outlets
- Include long-term suicide post intervention responses:
  a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or another significant event) and how these will be addressed
  b. Support siblings, close friends, teachers, and/or students of deceased
  c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;

- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

- Utilize and respond to social media outlets:

    - Identify what platforms students are using to respond to suicide death

    - Identify/train staff and students to monitor social media outlets

- Include long-term suicide postvention responses:

    - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or another significant event) and how these will be addressed

    - Support siblings, close friends, teachers, and/or students of deceased

    - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/comprehensive-approach/postvention

- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp

- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp.

Mental Health Policies and Procedures

A. *Youth Suicide Prevention Policy*
Southern Kern USD Board Policy 5141.52

The Board of Trustees of SKUSD recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth considers (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Superintendent or Designee shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Superintendent or Designee shall involve school-employed mental health professionals (e.g., mental health therapists, school counselors, school

psychologists, social workers, and nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. [e.g., College Community Services, Mary K Shell Mental Health Center, Antelope Valley Hospital, Antelope Valley Community Health, Children's Bureau of Lancaster, Children's Center, Harbor UCLA Psychiatry, Kern County Sheriffs, etc.]

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K-12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/.

B. Emergency/Disaster Response Procedures

***EARTHQUAKE DRILL PROCEDURES*:**

For drill purposes, you will hear: Shelter for earthquake 2X's rapid succession this signifies an earthquake has struck. Upon hearing this, staff are to drop and take cover under their desks. An all clear announcement will signal that the earthquake is over. Evacuate the offices to the same area as in a fire drill.
Proceed back to office after the all clear.

1. Do not lock your door, prop open.
2. Have your **disaster books**.
3. Take roll. Make eye contact!

EARTHQUAKE

Earthquakes usually strike without warning. The following actions, as time permits, will be accomplished:

I. *INSIDE SCHOOL BUILDING:*

A. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures.
B. Implement Action LEAVE BUILDING when the earthquake is over,
C. Special consideration should be given to exit routes, as many California schools have heavy architectural ornaments over the main entrances. DO NOT RUN.
   1. Do not return to buildings for any reason until they have been declared safe.
   2. Guards should be posted at a safe distance from all building entrances to see that no one re-enters buildings.
D. Do not light any fires after the earthquake.
E. Avoid touching electrical wires which may have fallen.
F. Render first aid if necessary.
G. Take roll.
H. Request assistance as needed, through channels, from the Emergency Services Office (county or city).
I. Notify utility companies of any break, or suspected break.
J. The Superintendent will determine the advisability of closing offices. If necessary, the Superintendent will try to procure the advice of competent authorities about the safety of the building.
   1. In most parts of California, the earth shock is the most severe, and subsequent shocks are less intense.
   2. In a few areas of California there is a historical pattern that indicates subsequent shocks may be more severe than the initial tremor.

FALLEN AIRCRAFT

If an accident, such as an auto wreck or plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

I. If an aircraft falls near the district offices, the following will be accomplished:
   - A. The Superintendent will determine which action, if any, should be implemented. Where necessary, staff will take immediate action for their safety without waiting for directions.
   - B. All staff will be kept at a safe distance, allowing for possible explosion.
   - C. If possible, the Superintendent will determine whether the aircraft is military, commercial, or a private plane.
   - D. Notify the (local) Kern County Fire Department.
     - a. The telephone number is 256-2401.
   - E. Notify the (local) Kern County Police Department or Sheriff's Office.
     - a. The telephone number is 800-861-3110.

SEVERE WINDSTORM

I. Warning: Kern County Sheriff's Office, telephone number 800-861-3110.

II. The U.S. Weather Bureau can usually forecast severe windstorms with a high degree of accuracy. If time and conditions permit, Action GO HOME may be implemented prior to an emergency. However, if high winds develop during school hours with little or no warning, the following Emergency Actions will be accomplished.
   - A. Staff should be assembled inside shelters or buildings.
   - B. Close windows and blinds.
   - C. Remain near an inside wall, on the lower floors if possible.
   - D. Avoid structures with large roof spans.
   - E. Evacuate offices bearing full force of wind.
   - F. Keep tuned to local radio station for latest advisory information.
   - G. Take roll.
   - H. Notify utility companies of any break, or suspected break.

CHEMICAL RELEASE

Inside Offices:

- Call 911.
- Evacuate the building in a safe manner upwind of the affected area.
- Superintendent or designees will have security/utilities team isolate and restrict the area.
- Turn off the local fans, close windows, shut down the building's air handling system.
- Check for any staff having any contact with hazardous substance.

***Outside the offices and localized**:*

- Superintendent/designee will direct staff to remove from the affected area and proceed upwind of area.
- If necessary, evacuate building upwind of affected area.
- Securities/utilities team will isolate and restrict affected area.

Surrounding Community:

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases. Should such an accident endanger the students or staff, the following will be accomplished.

- Determine the need to implement Action LEAVE BUILDING.
- Determine whether the staff should leave grounds.
- If appropriate, act to evacuate the building, and if necessary, the area.
- Move crosswind - never up, or downwind - to avoid fumes.
- Render first aid if necessary.
- Notify the (local) Kern County Fire Department. The telephone number is 256-2401.
- Notify the (local) Kern County Sheriff's Office. The telephone number is 800-861-3110.
- Take roll.
- The Superintendent/designee will direct other action as required.
- Staff should not return to grounds until Fire Department officials declare the area safe.

In the event of a serious chemical spill or bomb threat the procedures to evacuate the school site are as follows:

- The decision to evacuate will be made by the Superintendent/designee on the advice of the Kern County Sheriff's Department.
- Depending on the location of the threat, the earthquake bell or the fire bell will be used to sound the alert. The earthquake bell keeps staff in offices and the fire bell evacuates them.
- Evacuation will be crosswind - never up or downwind. If the wind is north or south, evacuation will be on Westland Drive. If wind is east or west, evacuation will be on Eagle Way.

DEMONSTRATION / WALKOUT

An unlawful demonstration/walkout is any unauthorized assemblage on or off campus by staff for the purpose of protest or demonstration.

- Notify Superintendent immediately.
- Notify Kern County Sheriffs if necessary.
- Initiate appropriate response action, which may include a Shelter–in-place.

DISORDERLY CONDUCT

This may involve a student or staff member exhibiting threatening or irrational behavior.

THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

- Superintendent/designee will notify Kern County Sheriffs or Call 911 if necessary.
- Superintendent/designee will initiate appropriate immediate response actions, LOCKDOWN, OR EVACUATION.
- Superintendent/designee will assign a staff member to meet police and escort them to the location of the disturbance.

SCHOOL PERSONNEL AT THE SCENE OF THE DISTURBANCE:

- Clear bystanders and encourage students to "go about their business" and not to get involved.
- Intervene to defuse the situation to the extent possible without threatening your own or staff safety.

FLOOD

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning as a result of damage to water distribution systems.

- Initiate appropriate immediate response actions; SHELTER IN PLACE, EVACUATE, or OFF-SITE EVACUATION.
- Call 911.

FLU

Influenza, also known as the flu, is a contagious respiratory disease caused by different strains of viruses. In the United States, there is a flu season that begins every fall and ends every spring. The type of flu people get during this season is called seasonal flu. Flu viruses spread from person to person when people who are infected cough or sneeze.

Anyone with a fever or other symptoms of the flu should stay home from work or school until at least 24 hours after the fever is gone (without medications).
Take these common-sense steps to stop the spread of germs:

- Wash hands frequently with soap and water or an alcohol-based hand sanitizer.
- Avoid or minimize contact with people who are sick (a minimum three feet distancing is recommended).
- Avoid touching your eyes, nose and mouth.
- Cover your mouth and nose with tissues when you cough and sneeze. If you don't have a tissue, coughing or sneezing into the crook of your

elbow.
- Stay away from others as much as possible when you are sick.

LOSS OF UTILITIES

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

- If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the Superintendent or designee immediately.

- Upon notice of loss of utilities, the principal or designee will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

- The Superintendent or designee will notify the Maintenance and Operations Department, and will provide the location and nature of emergency.

- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

LIGHTNING STORM

If thunderstorms and lightning are occurring in your area, you should:

- The Superintendent or designee will initiate appropriate response action, which may include a Shelter–in-place or Reverse Evacuation.
- Staff should take shelter in a sturdy building. Avoid isolated sheds or other small structures in open areas.
- Staff should avoid contact with electrical equipment or cords. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
- Staff should avoid contact with plumbing. Do not wash your hands; Plumbing and bathroom fixtures can conduct electricity.
- Staff should stay away from windows and doors.
- Staff should not lie on concrete floors and do not lean against concrete walls.
- Staff should avoid hilltops and open fields.
- Staff should avoid contact with anything metal
- Staff should avoid natural lightning rods such as a tall, isolated trees in an open area.

MOTOR VEHICLE CRASH

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Call 911.
- Contact the school office to report an incident and any persons injured or trapped.
- If **no** buildings are in endangered, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all staff from building as appropriate. Maintain control and take roll and complete accountability report.

If evacuated, wait for instructions from the Superintendent or designee.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a snake, dog, bull, coyotes, mountain lions, or any other wild animal threatens the safety of students and staff.

- Call 911.
- The Superintendent/designee will initiate appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.
- Upon discovery of an animal, staff members will attempt to isolate the animal from students.
- If the animal is outside, staff will be kept inside. If the animal gets inside the staff will remain outside. It is suggested that closing doors or locking gates as a means to isolate the animal.
- Call Animal Control.
- If conditions change or warrant it, the Superintendent/designee will initiate off site evacuation procedures.

HEAT WAVE

A heat wave is a prolonged period of excessive heat, generally 10 degrees or more above average, often combined with excessive humidity.

- **Excessive Heat Watch -** Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.
- **Excessive Heat Warning -** Heat Index values are forecasting to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).
- **Heat Advisory -** Heat Index values are forecasting to meet locally defined advisory criteria for 1 to 2 days (daytime highs=100-105° Fahrenheit).

Extreme Heat Instructions: (District Guidelines)

When the heat index reaches the range of 90 to 105 degrees, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity. Always provide adequate amounts of water to students and staff to maintain appropriate hydration and use shaded areas from direct sunlight.

Asphalt Area	**90-94 Degrees**	**95-99 Degrees**	**100+ Degrees**
	Limit Time Limited, standing, sitting	Do not use Asphalt, move to grass area of playground	Do not use asphalt or other areas of playground. Students will be contained in the cafeteria.
Type of Exercise	Limited exercise No running	Stretching on Grass or Shaded Area	No exercise outside.
Activities	Non-strenuous team sports such as softball Use shaded area	Quiet activities in shade or inside	Non-physical, quiet activities in shade preferably stay indoors
Water	Available & encourage students to drink	Available & encourage students to drink	Available & encourage students to drink

AUTOMATIC EXTERNAL DEFIBRILLATOR (AED)

Southern Kern USD has enhanced the safety of its staff, students and visitors by instituting an internal AED Program at all its Campus sites.

The purpose of the AED (Automatic External Defibrillator) is to address cardiac emergencies by providing a valuable life saving device as well as training staff as lay AED responders. This will increase the response time in such emergencies. There is one AED located in the Nurse's Office.

- The AEDs are wall mounted and easily accessible during business hours.
- Site nurses are trained as AED responders and use the 2016 American Heart Association guidelines for its skills training and application.
- The AEDs are serviced and monitored by authorized district personnel.

COVID-19

COVID-19 affects different people in different ways. People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus.** People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Wash Your Hands Often

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- It's especially important to wash:
    - Before eating or preparing food
    - Before touching your face
    - After using the restroom
    - After leaving a public place
    - After blowing your nose, coughing, or sneezing
    - After handling your mask
    - After changing a diaper
    - After caring for someone sick
    - After touching animals or pets
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**. Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.

COVID-19: Quarantine vs. Isolation

QUARANTINE keeps someone who was in close contact with someone who has COVID-19 away from others.

If you had close contact with a person who has COVID-19

- The best way to protect yourself and others is to stay home for 14 days after your last contact. Check your local health department's website for information about options in your area to possibly shorten this quarantine period.

- Check your temperature twice a day and watch for symptoms of COVID-19.

- If possible, stay away from people who are at higher-risk for getting very sick from COVID-19.

ISOLATION keeps someone who is sick or tested positive for COVID-19 without symptoms away from others, even in their own home.

If you are sick and think or know you have COVID-19

- Stay home until after
  - At least 10 days since symptoms first appeared **and**
  - At least 24 hours with no fever without fever-reducing medication **and**
  - Symptoms have improved

If you tested positive for COVID-19 but do not have symptoms

- Stay home until after
  - 10 days have passed since your positive test

If you live with others, stay in a specific "sick room" or area and away from other people or animals, including pets. Use a separate bathroom, if available.

cdc.gov/coronavirus

CS317422-A 12/17/2020 2AM

Facemask Do's and Don'ts

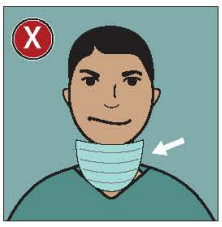
When putting on a facemask

Clean your hands and put on your facemask so it fully covers your mouth and nose.

DO secure the elastic bands around your ears.

DO secure the ties at the middle of your head and the base of your head.

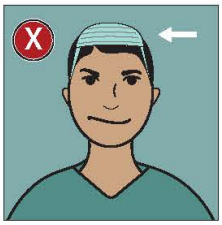
When wearing a facemask, don't do the following:



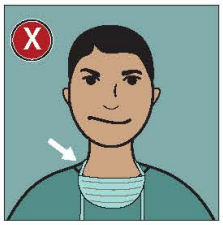
DON'T wear your facemask under your nose or mouth.

DON'T allow a strap to hang down. **DON'T** cross the straps.

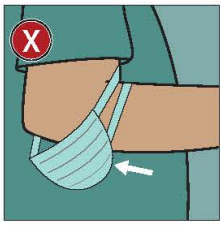
DON'T touch or adjust your facemask without cleaning your hands before and after.



DON'T wear your facemask on your head.



DON'T wear your facemask around your neck.



DON'T wear your facemask around your arm.

When removing a facemask

Clean your hands and remove your facemask touching only the straps or ties.

DO leave the patient care area, then clean your hands with alcohol-based hand sanitizer or soap and water.

DO remove your facemask touching ONLY the straps or ties, throw it away*, and clean your hands again.

*If implementing limited-reuse: Facemasks should be carefully folded so that the outer surface is held inward and against itself to reduce contact with the outer surface during storage. Folded facemasks can be stored between uses in a clean, sealable paper bag or breathable container.

Additional information is available about how to safely put on and remove personal protective equipment, including facemasks: https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html.

cdc.gov/coronavirus

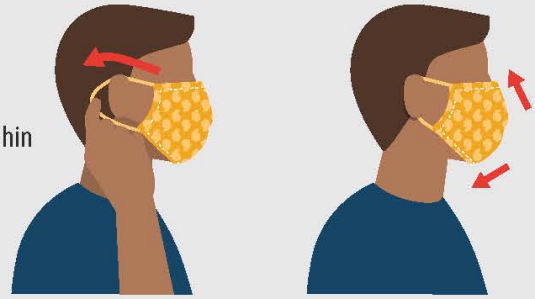
CS 316480A June 2, 2020 11:30 AM

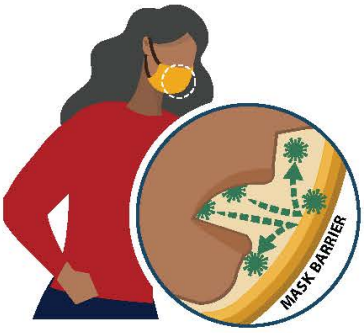
How to Safely Wear and Take Off a Mask

Accessible: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html

WEAR YOUR MASK CORRECTLY

- Wash your hands before putting on your mask
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not place a mask on a child younger than 2



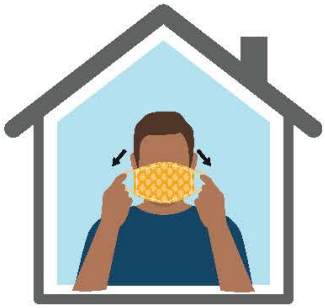


USE A MASK TO HELP PROTECT OTHERS

- Wear a mask over your nose and mouth to help prevent getting and spreading COVID-19
- Wear a mask in public settings when around people who don't live in your household, especially when indoors and when it may be difficult for you to stay six feet apart from people who don't live with you
- Don't put the mask around your neck or up on your forehead
- Don't touch the mask, and, if you do, wash your hands or use hand sanitizer

FOLLOW EVERYDAY HEALTH HABITS

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Avoid crowds and places with poor ventilation
- Wash your hands often



TAKE OFF YOUR MASK CAREFULLY, WHEN YOU'RE HOME

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place mask in the washing machine
- Wash your hands with soap and water

Personal masks are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making a mask, see: **cdc.gov/coronavirus**

CS 316488l 12/21/2020

COVID-19 How to Protect Yourself & Others

Know how it spreads

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- **The best way to prevent illness is to avoid being exposed to this virus.**
- The virus is thought to spread mainly from person-to-person.
    - Between people who are in close contact with one another (within about 6 feet).
    - Through respiratory droplets produced when an infected person coughs, sneezes or talks.
    - These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
    - Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Everyone Should

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- It's especially important to wash:
    - Before eating or preparing food
    - Before touching your face
    - After using the restroom
    - After leaving a public place
    - After blowing your nose, coughing, or sneezing
    - After handling your mask
    - After changing a diaper
    - After caring for someone sick
    - After touching animals or pets
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**. Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.

Avoid close contact

- **Inside your home:** Avoid close contact with people who are sick**.**
    - If possible, maintain 6 feet between the person who is sick and other household members.
- **Outside your home:** Put 6 feet of distance between yourself and people who don't live in your household.
    - Remember that some people without symptoms may be able to spread virus.
    - Stay at least 6 feet (about 2 arms' length) from other people.
    - Keeping distance from others is especially important for people who are at higher risk of getting very sick.

Cover your mouth and nose with a mask when around others

- You could spread COVID-19 to others even if you do not feel sick.
- The mask is meant to protect other people in case you are infected.
- Everyone should wear a mask in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain.
    - Masks should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- Do NOT use a mask meant for a healthcare worker. Currently, surgical masks and N95 respirators are critical supplies that should be reserved for healthcare workers and other first responders.
- Continue to keep about 6 feet between yourself and others. The mask is not a substitute for social distancing.

Cover coughs and sneezes

- **Always cover your mouth and nose** with a tissue when you cough or sneeze or use the inside of your elbow and do not spit.
- **Throw used tissues** in the trash.
- Immediately **wash your hands** with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Clean and disinfect

- **Clean AND disinfect frequently touched surfaces daily**. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- **If surfaces are dirty, clean them.** Use detergent or soap and water prior to disinfection.
- **Then, use a household disinfectant.** Most common will work.

Monitor Your Health Daily

- **Be alert for symptoms.** Watch for fever, cough, shortness of breath, or other symptoms **of COVID- 19.**
    - Especially important if you are running essential errands, going into the office or workplace, and in settings where it may be difficult to keep a physical distance of 6 feet.
- **Take your temperature** if symptoms develop.
    - Don't take your temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.
- Stay home and follow CDC Guidelines if symptoms develop.

How to Protect Yourself and Others

Accessible version: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

Know how it spreads

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- **The best way to prevent illness is to avoid being exposed to this virus.**
- The virus is thought to spread mainly from person-to-person.
  - » Between people who are in close contact with one another (within about 6 feet).
  - » Through respiratory droplets produced when an infected person coughs, sneezes or talks.
  - » These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
  - » COVID-19 may be spread by people who are not showing symptoms.

Everyone should

Clean your hands often

- **Wash your hands** often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol.** Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.

Avoid close contact

- **Limit contact with others as much as possible.**
- **Avoid close contact** with people who are sick.
- **Put distance between yourself and other people.**
  - » Remember that some people without symptoms may be able to spread virus.
  - » This is especially important for **people who are at higher risk of getting very sick.** www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

cdc.gov/coronavirus

CS 316291A 09/02/2020

Cover your mouth and nose with a mask when around others

- **You could spread COVID-19 to others** even if you do not feel sick.
- **Everyone should wear a mask in public settings** and when around people not living in their household, especially when social distancing is difficult to maintain.
  - » Masks should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- **The mask is meant to protect other people** in case you are infected.
- Do **NOT** use a facemask meant for a healthcare worker.
- Continue to **keep about 6 feet between yourself and others.** The mask is not a substitute for social distancing.

Cover coughs and sneezes

- **Always cover your mouth and nose** with a tissue when you cough or sneeze or use the inside of your elbow.
- **Throw used tissues** in the trash.
- Immediately **wash your hands** with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Clean and disinfect

- **Clean AND disinfect frequently touched surfaces** daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks. www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html
- **If surfaces are dirty, clean them:** Use detergent or soap and water prior to disinfection.
- **Then, use a household disinfectant**. You can see a list of EPA-registered household disinfectants here.

cdc.gov/coronavirus

GUIDANCE FOR EMPLOYEES WHO HAVE BEEN EXPOSED to COVID-19

NOTIFY THE HUMAN RESOURCES DEPARTMENT AS SOON AS POSSIBLE IF YOU SUSPECT YOU HAVE COVID-19 OR HAVE BEEN EXPOSED TO SOMEONE WHO HAS A CONFIRMED CASE OF COVID-19.

Quarantine is used to keep someone who might have been exposed to COVID-19 away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.

Anyone who has been in close contact with someone who has COVID-19 must quarantine.

This includes people who previously had COVID-19 and people who have taken a serologic (antibody) test and have antibodies to the virus.

What counts as close contact?

- You were within 6 feet of someone who has COVID-19 for at least 15 Minutes
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (touched, hugged, or kissed them)
- You shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you

Stay home and monitor your health

- Stay home for 14 days after your last contact with a person who has COVID-19
- Watch for fever (100.4^{0}F), cough, shortness of breath, or other symptoms of COVID-19
- If possible, stay away others, especially people who are at higher risk for getting very sick from

COVID-19 Who needs to quarantine?

Scenario 1: Close contact with someone who has COVID-19—will not have further close contact

- Your last day of quarantine is 14 days from the date you had close contact.
- Date of last close contact with person who has COVID-19 + 14 days= end of quarantine

GUIDANCE FOR EMPLOYEES WHO HAVE BEEN EXPOSED TO COVID-19

Scenario 2: Close contact with someone who has COVID-19—live with the person but can avoid further close contact

I live with someone who has COVID-19 (e.g., roommate, partner, family member), and that person has isolated by staying in a separate bedroom. I have had no close contact with the person since they isolated.

- Your last day of quarantine is 14 days from when the person with COVID-19 began home
- isolation. Date person with COVID-19 began home isolation + 14 days = end of quarantine

Scenario 3: Under quarantine and had additional close contact with someone who has COVID-19

I live with someone who has COVID-19 and started my 14-day quarantine period because we had close contact. What if I ended up having close contact with the person who is sick during my quarantine? What if another household member gets sick with COVID-19? Do I need to restart my quarantine?

- Yes. You will have to restart your quarantine from the last day you had close contact with anyone in your house who has COVID-19. Any time a new household member gets sick with COVID-19 and you had close contact, you will need to restart your quarantine.
- Date of additional close contact with person who has COVID-19 + 14 days = end of quarantine

Scenario 4: Live with someone who has COVID-19 and cannot avoid continued close contact

I live in a household where I cannot avoid close contact with the person who has COVID-19. I am providing direct care to the person who is sick, don't have a separate bedroom to isolate the person who is sick, or live in close quarters where I am unable to keep a physical distance of 6 feet.

- You should avoid contact with others outside the home while the person is sick, and quarantine for 14 days after the person who has COVID-19 meets the criteria to end home isolation below.

- At least 10 days since symptoms first appeared and
- At least 24 hours with no fever without fever-reducing medication and Symptoms have improved

- You will need to get tested to see if you still have COVID-19. If you are tested, you can be around others when you have no fever, respiratory symptoms have improved, and you receive two negative test results in a row, at least 24 hours apart.
- Date the person with COVID-19 ends home isolation + 14 days = end of quarantine

GUIDANCE FOR EMPLOYEES WHO HAVE TESTED POSITIVE FOR COVID - 19

NOTIFY THE HUMAN RESOURCES DEPARTMENT AS SOON AS POSSIBLE IF YOU SUSPECT YOU HAVE COVID-19 OR HAVE BEEN EXPOSED TO SOMEONE WHO HAS A CONFIRMED CASE OF COVID-19.

Isolation is used to separate people infected with SARS-CoV-2, the virus that causes COVID-19, from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).

Who needs to isolate?

- People who have symptoms of COVID-19 and are able to recover at home
- People who have no symptoms (are asymptomatic) but have tested positive for COVID-19

Stay home except to get medical care

- Monitor your symptoms. If you have an emergency warning sign (including troublebreathing), seek emergency medical care immediately
- Stay in a separate room from other household members, if possible
- Use a separate bathroom, if possible
- Avoid contact with other members of the household and pets
- Don't share personal household items, like cups, towels, and utensils
- Wear a mask when around other people, if you are able to

When you can be around others after you had or likely had COVID-19

Scenario 1: I think or know I had COVID-19, and I had symptoms

- At least 10 days since symptoms first appeared **and**
- At least 24 hours with no fever without fever-reducing medication **and**
- Symptoms have improved

Scenario 2: I tested positive for COVID-19 but had no symptoms

- 10 days have passed since the date you had your positive test

When you can return to work at Southern Kern USD after you had or likely had COVID-19

- After you met the above criteria **and**
- After you receive a negative test *(test results must be turn into the HR Department)*

Suspensions and Expulsions

Southern Kern USD
Board Policy
Suspension and Expulsion/Due Process

BP 5144.1
Students

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

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when 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))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

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

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

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when 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)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

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

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

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

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

Authority to Expel

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

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

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

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

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

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

6. Possessing an explosive as defined in 18 USC 921

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

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

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

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

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

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

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 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 them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall 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, students with disabilities, foster youth,

and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:
EDUCATION CODE
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
8239.1 Prohibition against expulsion of preschool student
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
64000-64001 Consolidated application
CIVIL CODE
47 Privileged communication
48.8 Defamation liability
CODE OF CIVIL PROCEDURE
1985-1997 Subpoenas; means of production
GOVERNMENT CODE
11455.20 Contempt
54950-54963 Ralph M. Brown Act
HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules
LABOR CODE
230.7 Employee time off to appear in school on behalf of a child
PENAL CODE
31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon

245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness
WELFARE AND INSTITUTIONS CODE
729.6 Counseling
UNITED STATES CODE, TITLE 18
921 Definitions, firearm
UNITED STATES CODE, TITLE 20
1415(K) Placement in alternative educational setting
7961 Gun-free schools
UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths
COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Healthy Students:
http://www2.ed.gov/about/offices/list/oese/oshs

Consequences

Students may be counseled by a teacher, aide, or principal for a first and second infraction. Parents may be notified in writing and/or telephone call for repeated infractions, by the student's teacher and/or principal. Continued infractions may require a parent conference with the student's teacher and/or principal. Serious infractions may result in immediate suspension, alternate placement, and/or recommendation for expulsion for the student. **Through Positive Behavior Intervention and Support, all efforts will be made by the administration to avoid suspension.**

Alternative to Suspensions/Options

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code 48900.5) Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities. Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel. (Education Code 48925)

Parent Notification 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, suspension and expulsion. (Education Code 35291, 48900.1, 48980)

A. Procedures for Notifying Teachers of Dangerous Pupils

Insert your Board Policy, Administrative Regulation and procedures and sample notification used for notifying teachers of dangerous students.

Examples:

> *The ____ School has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "*" next to the students' name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
>
> *Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the ____ School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.*

Notification of Dangerous Pupils to Teachers

(Pursuant to Education Code 49079) The district shall inform the principal/teachers annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in: • Education Code 48900 subdivision [except subdivision (h)]

- Education Code 48900.2 (sexual harassment)
- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat)

The principal/teacher shall keep this information in confidence and must not further disseminate. Southern Kern Unified School District Board Policy 4158, 4258, 4358

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

B. Discrimination & Harassment Policy / Bullying Prevention

BP 5145.3- Nondiscrimination/Harassment

The Governing Board is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic 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 based on the student's race, color, ancestry, national origin, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identify, gender expression, or genetic information; the perception of one or more of these actual or perceived characteristics.

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

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

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

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, gender identity, gender expression, genetic information, age, religion, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by an employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee,

a complaint can be filed in accordance with administrative regulations. The Assistant Superintendent of Human Resources shall determine which complaint procedure is appropriate.

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.

BP 5131.2 Bullying

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. The Governing Board affirms the right of every student to attend a school that is safe and secure. The District's Policy on Bullying (Board Policy 5131.2 and Administrative Regulation 5131.2) can be accessed on the District's website at www.skusd.k12.ca.us. Copies of the policy are also available at the school office.

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. To that end, the school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

These policies and procedures must be disseminated annually to staff, students, and parents/guardians.

The district will not tolerate bullying or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. This includes but is not limited to bullying or harassment based on race, color, creed, national origin, ethnicity, gender, gender identity, gender expression, language, perceived or actual sexual orientation, physical or mental disability, political or religious ideology, physical appearance, or economic status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts while on school grounds, at a school sponsored activity, while traveling to and from school, on a school bus, during any activity related to school attendance.

Cyberbullying

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.
Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school

climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction 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.

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:

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

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

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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.

The Superintendent, principal, or principal's 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)

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. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not 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 his/her observation to the principal or district compliance officer, whether or not 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 AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

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 AR 1312.3. The student who is the alleged victim of bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the districts uniform complaint procedures specified in AR 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.

Discipline

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.

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

C. School-wide Dress Code

Note on Education Code Requirements for this section

This requirement comes from **32282(a) (2) (F). It reads:**

> *The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any school wide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.*

State whether the school has adopted school wide dress code that prohibits pupils from wearing gang-related apparel pursuant to EC 35183.

1. If the school has a dress code prohibiting gang attire, include the following in the section.
    a. A copy of the school's dress code. Confirm that the definition of gang attire is included in the document.
    b. A copy of your district Board Policy and Administrative Regulation on student attire.
2. If the school does not have a dress code prohibiting gang attire, use the cover sheet to explain why it does not.
    a. Include a copy of the school dress code if one exists.
    b. Include a copy of your district Board Policies & Administrative Regulations on student attire if one exists.

A. ***School wide Dress Code Prohibiting Gang Related Apparel***

Education Code 35294.2 (f)

Gang-related apparel is defined as 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.

Southern Kern Unified S.D. Board Policy 5132 (a)

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

Southern Kern Unified S.D. Administrative Regulation 5132 (b) 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.

Southern Kern Unified S.D. Administrative Regulation 5132 (a) and Education Code 35183.5 Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day.

Southern Kern Unified S.D. Administrative Regulation 5136 (a)

In order to discourage the influence of gangs, school staff shall take the following measures:

- Any student displaying behavior, gestures, apparel, or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
- The student's parent/guardian shall be contacted and may be asked to meet with school staff.
- The student may be sent home to change clothes. Education

Code 35294.2 (f)

Gang-related apparel is defined as 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.

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- The student may be sent home to change clothes.

SKUSD STUDENT DRESS CODE

Dressing for Success is the expectation for Southern Kern Unified School District students. Our student dress code emphasized good grooming and appropriate dress. Southern Kern focuses on learning.

Studies indicate Dressing for Success leads to improved grades and/or achievement. Students' self-expression does not exceed the limits of good taste.

Administration reserves the right to modify the dress code as needed. Students are expected to follow the dress code. Failure to do so will result in disciplinary action up to and including suspension. In the event the student cannot remove a piece of inappropriate clothing, the parent will be contacted to bring other clothes to school for their child. The dress code will be enforced while the student is on any campus in our district, during field trips, and while at before/after school activities, including athletic events.

CONSEQUENCES

First Offense: Warning

Second Offense: 1-day suspension

Third Offense: 3-day suspension/Referral to SST/SAT Fourth Offense: 5-day suspension/Possible Reassignment Consequences are cumulative during the school year

GENERAL GUIDELINES

Student dress shall not disrupt the educational process. This includes student dress that is hostile to or constitutes a threat to the health, safety, or welfare of themselves or others. Clothing shall be recently laundered and mended as to resemble its original appearance.
Appropriate personal hygiene is expected of all students. If conflict arises regarding the appropriateness of student dress, site administration shall be the final decision maker.

Students will not wear clothes or other articles that:

- Are obscene, sexually explicit, or satanic
- Suggest sexually related gestures, obscene and/or offensive gestures, pictures or wording
- Promote violence, the use/abuse of drugs, tobacco, or alcohol
- Represent gangs, racist groups, and/or groups on campus not officially sanctioned by the school district
- Are associated with youth gangs or adverse groups.
- Pose a threat to the physical and/or emotional well-being and safety of the student or others on campus or at school sponsored activities.

Hats and Headgear

Only Southern Kern USD's school-sponsored headgear is allowed in grades K-12. Hats/visors must not have any extra writing on the outside or inside. Students will not wear headgear inside Southern Kern buildings and/or during school sponsored activities. Hats/visors, etc. are to be worn brim forward at all times. Bandanas, wave caps, head/hair wraps are not allowed. Only school-site sponsored or colored beanies are allowed. Hats or headgear in violation will be confiscated.

Shirts and Blouses

Students shall not wear halter-tops, spaghetti straps, tank tops, tube tops, see-through blouses, low-cut tops (neckline may not go below the armpit line), or any shirt that exposes the midriff or the back. Button-up shirts cannot be worn with just the top button/s fastened. Sleeveless, white, undershirt-styled tanks are not allowed.
Undergarments must not show below, above or through clothing. Shirt and blouse shoulder straps must be at least 1 1⁄2 inch wide. Only Rosamond community (youth sports, AYSO, etc.) or school sponsored jerseys are allowed. Shirts and blouses must be long enough to cover the torso while standing or in the sitting position. Shirts must be tucked in if they are longer than the bottom of the front pocket opening/hip joint area.

Belts

Students' belts are to be worn appropriately, with the end of the belt tucked in the belt loop (not hanging down). Belt buckles with letters or writing shall not be worn at school. Overly large and/or heavy buckles are not allowed.

Pants, Shorts, and Skirts

Pants, shorts, or skirts shall not be oversized at the waist and may not be worn below the student's hips (no bagging/sagging). No pajama/lounge-style pants are allowed. A student's underwear shall not be visible above his/her pants, shorts, or skirts.

- All pants, shorts, and skirts shall have an evenly sewn bottom hem and be free of slits and cuts.

- Pants must be able to stay at waist without belt.
- Overalls are to be worn with both straps buckled and over both shoulders at all times. They are not to be oversized. Suspenders shall be worn over both shoulders at all times.
- Hemlines of shorts, skirts, skorts, etc. shall not be more than 6 inches above the top of the kneecap.

Footwear

Students shall wear shoes at school at all times. Shoes may not have open backs. Steel-toed shoes, slippers, flip flops, and shoes that contain wheels are not allowed. Sandals must have toe and heel straps.

Jewelry

Jewelry other than earrings, finger rings, and simple necklaces or simple facial jewelry shall not be worn.

Jewelry may not dangle or protrude more than 1⁄2 inch, for safety reasons. "Hooped" earrings may not have an opening larger than 1⁄2 inch, for safety reasons. All jewelry shall be removed during physical education classes.

Accessories

- Elementary students shall not bring perfume or make-up to school.
- Styling implements (combs, etc.) not designed to stay in the hair shall not be worn in the hair.
- Chains, spikes, and safety pins are not allowed at school.
- Body piercing that is disruptive to the educational process or poses a safety hazard to the student or to others is not allowed.

Additional Guidelines

- Graffiti on a student's clothes, body, notebook, or school assignments is not permitted. If assignments are turned in with gang-style writing or with graffiti on them, they may be returned to the student with no grade until they are completed with an appropriate style of writing.

- Socks must not cover the calf of the leg when worn in combination with shorts that extend below the knee.
- Pants cannot be worn with one leg up and one leg down.
- Excessive color identities worn in the color of red and/or purple, blue and/or green, black and/or gray, or orange (in combination with another gang attire) are prohibited.
- Bandanas, red or blue belts, red or blue shoelaces, or rags that commonly signify gang identity by style or color are prohibited.
- Clothing or articles of clothing (including, but not limited to gloves, bandannas, shoestrings, wristbands, jewelry) that are likely to provoke others to acts of violence or which are likely to cause others to be intimidated by fear of violence may not be worn on campus or at any school activity.

The Southern Kern Unified School District and its schools reserve the right to update and revise the dress code as needed throughout the year to adapt to changing styles/fads or dress-related issues. Prior notice will be provided prior to any changes.

D. Safe Ingress and Egress

Describe procedures for safe entry and exit of staff and students. Include maps, diagrams and schedules as outlined in the example below.

Example:

The following maps and materials outline the procedures for safe ingress and egress from SKUSD. Items marked with an * are considered to be "tactical information" that will be withheld from the public view version of this plan.

1. A map indicating student drop off and pick-up locations and the traffic flow patterns during arrival and dismissal from school.
2. *A map indicating the supervision postings during arrival and dismissal from school.
3. *A map and supervision schedule outlining supervision posts during school hours.
4. *A description of the procedures required for campus access by visitors including any measures to ensure that visitor badges are not counterfeited.
5. A description of the procedures required for campus access by visitors (excluding the security measures considered to be tactical information).

Other items that might be outlined here are:

- Parking guidance
- Student valet programs
- Safe routes to and from schools
- Pedestrian crossings
- Crossing guard programs
- Bicycle policies

E. Safe and Orderly Environment

Use this section to assess the current status of school culture and climate. Include data from the following sources:

- Local law enforcement crime data
- Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System
- Behavior Referrals
- Attendance rates/School Attendance Review Board data
- California Healthy Kids Survey data
- School Improvement Plan
- Property Damage data
- Threat and Risk Assessment
- Hazard and Vulnerability Assessment

The crime rate in Rosamond is considerably higher than the national average across all communities in America from the largest to the smallest, although at 28 crimes per one thousand residents, it is not among the communities with the very highest crime rate. The chance of becoming a victim of either violent or property crime in Rosamond is 1 in 36. Based on FBI crime data, Rosamond is not one of the safest communities in America. Relative to California, Rosamond has a crime rate that is higher than 76% of the state's cities and towns of all sizes.

Rosamond's rate for property crime is 22 per one thousand population. This makes Rosamond a place where there is an above average chance of becoming a victim of a property crime, when compared to all other communities in America of all population sizes. Property crimes are motor vehicle theft, arson, larceny, and burglary. Your chance of becoming a victim of any of these crimes in Rosamond is one in 45.

Importantly, we found that Rosamond has one of the highest rates of motor vehicle theft in the nation according to our analysis of FBI crime data. This is compared to communities of all sizes, from the smallest to the largest. In fact, your chance of getting your car stolen if you live in Rosamond is one in 236.

Rosamond, CA- Local Law Enforcement Crime Data

ROSAMOND CRIME DATA

CRIME INDEX

17

(100 is safest)

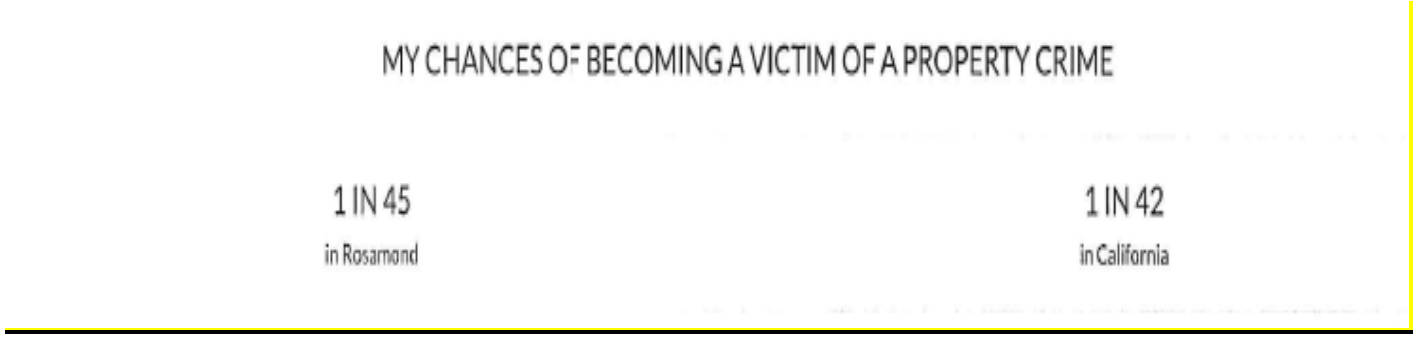
Safer than 17% of U.S. Cities

ROSAMOND ANNUAL CRIMES

	VIOLENT	PROPERTY	TOTAL
Number of Crimes	101	422	523
Crime Rate (per 1,000 residents)	5.35	22.35	27.70

VIOLENT CRIME

VIOLENT CRIME COMPARISON (PER 1,000 RESIDENTS)



SKUSD - Discipline Actions – 2019-2020

	# of Students who Commit an Offense	# of Offenses	# of Out of School Suspensions	# of Expulsions	# of In-School Suspensions	# of Students - **No** Suspension or Expulsion	# of Students who receive Instructional Support (RSP)
SKUSD	428	1142	284	11	109	4346	297

Those roles included:

1. Mental Health Professionals
2. School Counselors
3. Intervention Specialists
4. Campus Security or School Resource Officers

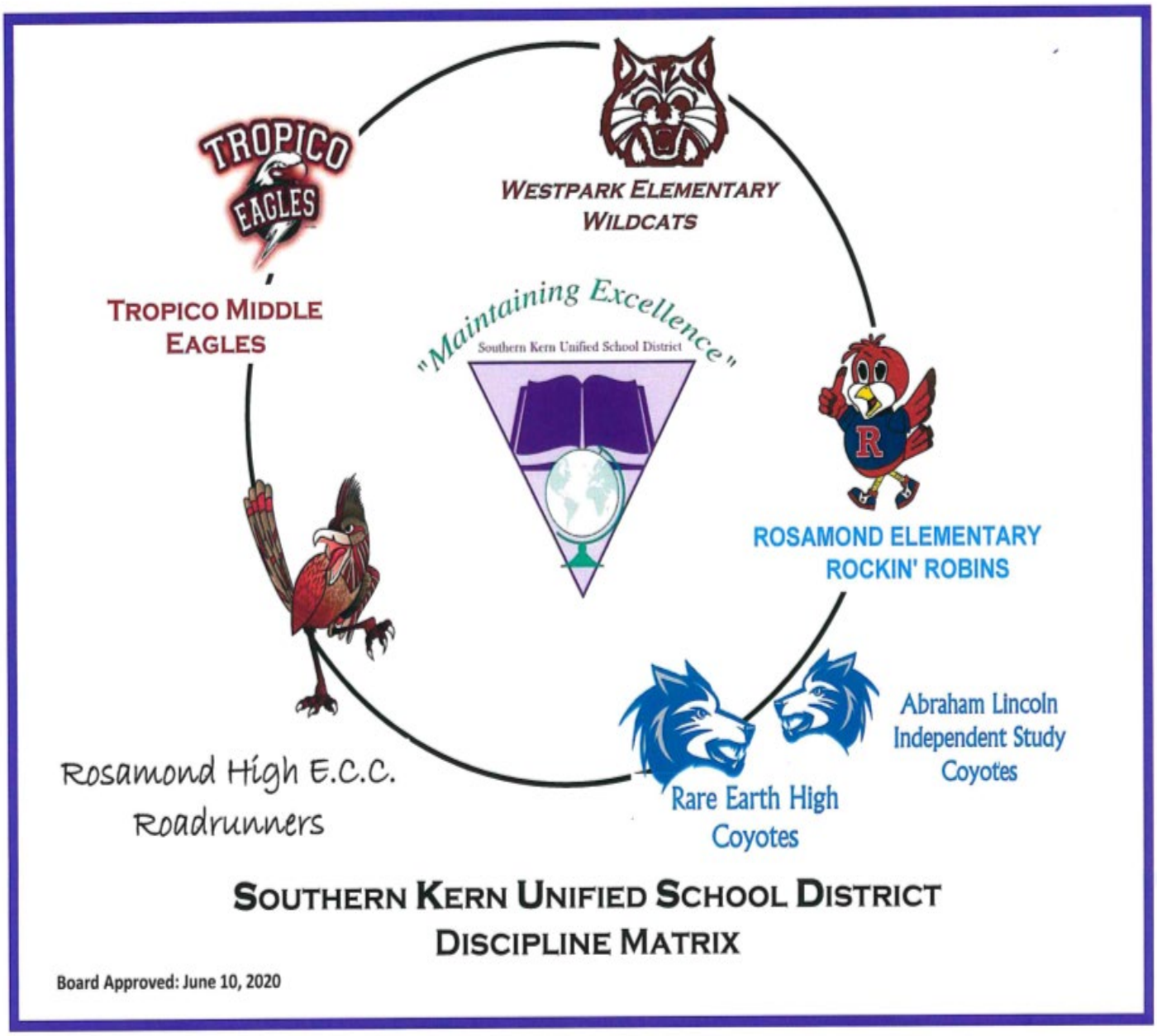
Positive School Climate Roles

Component 1 – People and Programs		
Goal 1: Develop Risk Management Options		
	Strategies to be Used	Person Responsible
Objective 1:	Evaluate whether the student is at risk for self-harm or	Mental Health
	harming someone else.	Therapists/Psych
Objective 2:	Develop strategies that reduce the student's risk for	Mental Health
	engaging in violence.	Therapist/Psych
Objective 3:	Develop an individualized management plan for each	Case Mgr./Psych
	student who comes to the team.	
Objective 4:	Provide resources to assist the student.	Case Mgr./Psych
		Therapist/Admin.
Goal 2: (If necessary)		
Goal 2 Objectives		

Component 2 - Place		
Goal 1: Create and Promote Safe School Climates		
	Strategies to be Used	Person Responsible
Objective 1:	Build on a culture of Safety, Respect, Trust, and Social	Staff & Parents
	and emotional support.	
Objective 2:	Share Concerns with all Key Stakeholders	Staff & Parents
Objective 3:	Encourage teachers and staff to build positive, trusting	District/Admin.
	relationships with students.	
Objective 4:	Help students feel more connected to their classmates and the school.	Teachers/Admin
Goal 2: (If necessary)		
Goal 2 Objectives		

F. Rules and Procedures on School Discipline

A. District Rules and Procedures on School Discipline Purpose:



Southern Kern Unified School District

Please refer to the SKUSD Elementary Levels of Response- Interventions and Consequences Menu when determining options for interventions and/or consequences.

****The specific Intervention and/or consequence for major offenses will be determined by SKUSD administration. Minor offenses will be determined by either the classroom teacher and/or administration. ****

Minor offenses include, but are not limited to the following:	First Offense	Second Offense	Third Offense	Fourth Offense
1. Breaking classroom or campus rules 2. Littering 3. Food fight 4. Public display of affection 5. Gambling 6. Ditching (not attending one or more classes after coming to school) 7. Cheating on test or assignment 8. Mistreatment of school property 9. Loitering in off-limits area(s) 10. Profanity, obscenity, or abusive language or gestures. 11. Any act which disrupts the normal educational process 12. Play Fighting/Horseplay 13. Cause physical injury to another person 14. Damage to school property or private property 15. Disrupted school activities or willfully defied the valid authority of school officials	Level 1 or 2 of Levels of Response	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 of the Levels of Response

MAJOR OFFENSES-48900 (a) to (t)	First Offense	Second Offense	Third Offense	Fourth Offense
(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels Response
(a)(2) Willfully used force or violence upon the person of another, except in self-defense.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(c) Possessed, used, sold, otherwise furnished, or been under the influence of a controlled substance, alcohol, or an intoxicant of any kind.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(d) Offered, sold, arranged or negotiated to sell any controlled substance or alcohol, or something represented as such.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(e) Committed or Attempted to Commit Robbery or Extortion.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(f) Caused or attempted to cause damage to school property or private property.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(g) Stole or attempted to steal school property or private property.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response

(h) Possessed or used tobacco or any products containing tobacco or nicotine.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(i)(1) Committed an obscene act or engage in habitual profanity or vulgarity.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(i)(2) Committed an obscene act or Verbal Assault Toward School Authority.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(j) Offered, sold, arranged or negotiated to sell any drug paraphernalia.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(k) Disrupted school activities or willfully defied the valid authority of school officials. (Beginning in July 1, 2020 students K-8 shall not be suspended and student K-12 may not be recommended for expulsion for these offenses, except as provided in section 48910)	Level 1or 2 of Levels of Response	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response
(l) Knowingly received stolen school property or private property.	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response
(m) Possessed an imitation firearm that is substantially similar to a real firearm.	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response
(n) Committed or attempted to commit a sexual assault or battery.	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response	
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness in a	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response

disciplinary matter.				
(p) Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.	Level 2 of Levels of Response	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
(r)(1) Engaged in an act of bullying- any severe or pervasive physical or verbal act or conduct, including communications in writing or electronic act.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
(r)(2) Bullying by "Electronic Act"- creation or transmission originated on or off the school site by means of an electronic device.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
(r)(3) Act of Cyber Sexual Bullying- the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act.	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response	
(t) A pupil who aids or abets the infliction or attempted infliction of physical injury to another person	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
Ed. Code Violations 48900.2-48900.7	**First Offense**	**Second Offense**	**Third Offense**	**Fourth Offense**
48900.2 Committed Sexual Harassment	Level 2 of Levels of	Level 3 of Levels of	Level 3 of Levels of	Level 4 of Levels of Response

	Response	Response	Response	
48900.3 Caused or Attempted to Cause or Participate in Hate Violence	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response

48900.4 Created, an intimidating or hostile environment by engaging in harassment, threats, or intimidation (Grades 4-12)	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
48900.7 Terrorist Threats Against School Personnel or Property	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
Ed. Code Violation 48915	**First Offense**			
Possessing, selling or otherwise furnishing a firearm.	Level 4 of Levels of Response			
Brandishing a knife at another person.	Level 4 of Levels of Response			
Selling a controlled substance	Level 4 of Levels of Response			
Committing or attempting to commit a sexual assault or battery	Level 4 of Levels of Response			
Possession of an explosive	Level 4 of Levels of Response			

	Southern Kern Unified School District Elementary Schools: TK-5th Grade Levels of Response- Interventions and Consequences Menu
Level 1	**Classroom and Staff Managed Responses Menu** These Interventions and consequences aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are interventions and consequences that may be used by teachers and administrators. Parent/Guardian notification by teacher required. Interventions and consequences must be documented.

Level 1	***Possible Interventions*** ● Connect student with a positive adult ally ● SST referral ● Refocus form ● Writing assignments/apology letter ● Relationship repair activities ● Seat change ● Role Play replacement behavior ● Parent/guardian accompany student in class (Must meet RTA Contract) ● Conflict Resolution circle, mediation ● Goal setting with student with check-ins ● Community Circle ● Refer the student to PBIS Student Expectations ***Possible Consequences*** ● Parent conference ● Verbal corrective feedback ● Teacher/student inquiry resulting in a restorative action plan ● Student verbal or written apology to affected person or communities ● Student written reflection- research paper/paragraph/sentence (depending on grade level), projects relevant to the misbehavior ● Time-out to another class with corrective activity ● Loss of classroom privileges ● Behavior Management Classroom Contract ● Teacher detention (Teacher responsible for logistics)
Level 2	**Administrative Response Menu (Referral for minor offense- outside of the classroom or repeated within the classroom)** These interventions and consequences are used in response to a disciplinary referral, implemented by administrators. The aim is to include logical consequences and instructions, and supportive services needed to correct and improve behavior and ensure successful learning consistencies. Below is a menu of consequences and interventions that may be used. Interventions and consequences must be documented. Parent/Guardian notification required.

Level 2	***Possible Interventions*** ● Refer to SST ● Goal Setting with check-ins with student ● Conflict Resolution ● Writing Assignment/Apology Letter ● Connect student with Adult Ally ● Hold IEP or 504 to discuss (If applicable to student) ● Collaborative problem solving ● Develop/Revise Behavior Contract ● Substance abuse, mental health counseling ● Academic research papers/paragraph/sentence (depending on grade level), projects ***Possible Consequences*** ● Parent Conference ● Student restorative action plan ● Detention with relevant instructions ● Change of class/withdrawal from class ● Restitution/Campus Beautification ● Conference/Meeting with action plan agreements ● Parent/Guardian accompany the student in class (Must meet RTA Contract) ● Time out in office ● Loss of classroom/campus privileges
Level 3	**Administrative Responses to Major Infractions Menu** If suspension is needed, the duration is to be limited as much as possible while adequately addressing the behavior. Alternatives to suspension should be considered before suspension. Suspension from school should focus on the severity of the behavior, and the safety of the school community, or because Level 1 and 2 interventions and consequences have failed to bring about proper conduct. Interventions and consequences must be documented. Parent/Guardian notification required.

Level 3	***Possible Interventions*** • Community Service/Campus Beautification • Writing Assignment/Apology Letter • Participation in school-based counseling and/or social/emotional Intervention • Referral to College Community Services for possible counseling • Develop 504 (if applicable) • Revise and/or update 504/IEP Plan and Behavior Support Plan • Conduct a Functional Behavior Assessment for students with 504/IEP • Manifestation Determination for student with 504/IEP (10 days of suspension) • Alternative educational placement. • Student Restorative Action Plan ***Possible Consequences*** • Parent/community conference resulting in an action plan agreement • Detention • In-School Suspension or Alternative to Suspension Actions • 1-5-day Suspension • Administrative Review Board • Expulsion Evaluation • Referral to Law Enforcement • Restitution
Level 4	**Mandatory Recommendation for Expulsion** Mandatory removal from school and referral for expulsion for acts as specified in CA Ed. Cod 48915 (C1-5) Parent/Guardian notification required.
Level 4	***Possible Interventions*** • Manifestation determination/Section 504 Compliance Review (Only if relevant) • Restitution for damages, if applicable • Alternative Educational Placement ***Required Consequences*** • Parent/guardian notification • File Police Report • Suspension from school (5 days) • Mandatory referral or expulsion

Please refer to the SKUSD Levels of Response- Interventions and Consequences Menu when determining options for interventions and/or consequences for minor offenses.

*****The specific intervention and/or consequence for major offenses will be determined by SKUSD administration. Minor offenses will be determined by either the classroom teacher and/or administration.*****

MINOR OFFENSES		Minor offenses include, but are not limited to the following:
First Offense	**Level 1 or 2 of SKUSD Levels of Response**	1. Breaking classroom or campus rules 2. Littering 3. Food fight 4. Public display of affection 5. Gambling
Second Offense	**Level 2 of SKUSD Levels of Response**	

Third Offense	**Level 3 of SKUSD Levels of Response**	6. Ditching (not attending one or more classes after coming to school) 7. Cheating on a test or assignment 8. Mistreatment of school property 9. Loitering in off-limits area(s) 10. Profanity, obscenity, or abusive language or gestures. 11. Any act which disrupts the normal educational process 12. Play Fighting/Horseplay		
Fourth Offense	**Level 4 of the SKUSD Levels of Response**			
MAJOR OFFENSES- 48900 (a) to (t)				
(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person. **Consequences based on severity** **Secondary (6-12)**	Possible Intervention- • Conflict resolution • Parent Phone Contact (document call) • Refocus form Possible Consequences • Check in System	Possible Intervention • Parent/Student/ • Admin Possible Consequences • Behavior Contract	Possible Interventions- • School Counsel or referral • Possible schedule change Possible Consequences • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act	Possible Interventions- • Referral to alt ed. programs Possible Consequence • Suspension • Referred for expulsion • Refer to deputy

(a)(2) Willfully used force or violence upon the person of another, except in self-defense. **Consequences based on severity** **Secondary (6-12)**			Possible Interventions- • School Counselor referral Possible Consequences- • Suspension • Admin review • Restrict activity-athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Refer to deputy
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object. **Consequences based on severity** **Secondary (6-12)**			Possible Interventions- • School Counselor referral • Confiscation of weapon • Random admin checks Possible Consequences- • Suspension • Admin review • Random admin checks • Restrict activity-athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Refer to deputy

(c) Possessed, used, sold, otherwise furnished, or been under the influence of a controlled substance, alcohol, or an intoxicant of any kind. **Consequences based on severity** **Secondary (6-12)**		Possible Interventions- • Parent /student meeting • Random admin checks Possible Consequences- • Suspension • Random admin checks	Possible Interventions- • School Counselor referral Possible Consequences- • Suspension • Admin review • Restrict activity-athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. program Possible Consequence- • Suspension • Referred for expulsion • Refer to deputy
(d) Offered, sold, arranged or negotiated to sell any controlled substance or alcohol, or something represented as such. **Consequences**		Possible Interventions- • Parent /student meeting • Random admin checks Possible Consequences- • Suspension	Possible Interventions- • School Counselor referral Possible Consequences- • Suspension • Admin review • Restrict	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for

based on severity **Secondary (6-12)**		• Random admin checks	activity- athletic ineligibility, Extracurricular act.	expulsion • Some cases refer to deputy
(e) Committed or Attempted to Commit Robbery or Extortion. **Consequences based on severity** **Secondary (6-12)**		Possible Interventions- • Parent /student meeting • Random admin checks Possible Consequences- • Suspension	Possible Interventions- • School Counselor referral Possible Consequences- • Suspension • Admin review • Restrict activity- athletic Ineligibilit y, extracurric ular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy
(f) Caused or attempted to cause damage to school property or private property **Consequences based on severity** **Secondary (6-12)**	Possible Interventions • Restorati ve circle • Parent contact Possible consequences- • Restrict activity • Clean up damage • Behav ior impact letter	Possible interventions- • SST referral • parent/ teacher admin meeting • Behavior contract • Restorative practice/PB IS Possible consequences- • Clean up damage • Suspension • Restitution for damages • Restrict activity	Possible Interventions • if continues- MH referral • Possible referral to Alt. Ed. • Restorative circles Possible consequence • Consequenc es from behavior contract • Suspension • Restitution for damages • Admin review • Restrict activity- athletic • Ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy • Restitution for damages

(g) Stole or attempted to steal school property or private property. **Consequences based on severity** **Secondary (6-12)**	Possible Interventions • Restorative practices • Parent contact Possible consequences • Behavior Impact Letter • Restrict activity	Possible Interventions • Parent /student meeting • Random admin checks • Restorative Practice/PBIS • Behavior contract • SST referral Possible Consequences • Suspension	Possible Interventions • School Counselor referral • Parent contact Possible Consequences- • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Interventions • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy
(h) Possessed or used tobacco or any products containing tobacco or nicotine. **Consequences based on severity** **Secondary (6-12)**	Possible Interventions • Contact parent • Counsel by admin Possible Consequences • Dispose of confiscated item • Campus beautification	Possible Interventions • Contact parent • Counsel by admin Possible Consequences • Dispose of confiscated item • Campus beautification • Lunch detention	Possible Interventions • Refer to counselor • Tobacco/ nicotine aversion • Behavior contract Possible Consequences • Dispose of confiscated item • Parent/admin conf. • Lunch detention • Restrict activity- athletic ineligibility, extracurricular act.	Possible Intervention • More intensive counseling Possible Consequences • Suspension
(i)(1) Committed an obscene act or engage in habitual profanity or vulgarity**.** **Consequences based on severity** **Secondary (6-12)**	Possible Interventions • Restorative Pr	Possible Interventions • Behavior Contract • Restorative Practices/PBIS • SST Referral	Possible Interventions- • School Counselor referral Possible Consequences- • Suspension • Admin review	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension

	ac tic es • Contact parents Pr ofa nit y- rep lac em ent vo ca bul ary Possible consequences • Ca mp us bea utif icat ion • Apology letter	• Parent/adm in meeting Possible consequences • Restrict activity • Lunch detention	• Restrict activity- athletic ineligibility, extracurricular act.	• Referred for expulsion • Some cases refer to deputy
(i)(2) Committed an obscene act or Verbal Assault Toward School Authority. **Consequences based on severity** **Secondary (6-12)**		Possible Interventions • Behavior Contract • Restorative Practices/PB IS • SST Referral • Parent/adm in meeting Possible consequences • Restrict activity • Lunch detention	Possible Interventions- • School Counselor referral Possible Consequences- • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy
(j) Offered, sold, arranged or negotiated to sell any drug paraphernalia.		Possible Interventions • Behavior Contract • Restorative Practices/PB	Possible Interventions- • School Counselor referral	Possible Interventions- • Referral to alt ed. programs

Consequences based on severity **Secondary (6-12)**		IS • SST Referral • Parent/adm in meeting Possible consequences • Restrict activity 1- 3-day suspension	Possible Consequences- • 3-5 days Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy
(k) Disrupted school activities or willfully defied the valid authority of school officials. (Beginning in July) 1, 2020 students K-8 shall not be suspended and student K-12 may not be recommended for expulsion for these offenses, except as provided in section 48910) Consequences based on severity Secondary (6-12)	Possible intervention Restorative Practice/PBIS Counseled by admin Parent contacted	Possible intervention Restorative Practice/PBIS Counseled by admin Parent contacted	Possible Interventions Counselor referral SST referral Possible Consequences (9-12)	Possible Consequences 3-5 days suspension (9-12) Admin panel review
(l) Knowingly received stolen school property or private property. **Consequences based on severity** **Secondary (6-12)**	Possible Interventions • Restorative practices • Parent contact Possible consequences • Behavior Impact Letter • Restrict	Possible Interventions- • Parent /student meeting • Random admin checks • Restorative Practice/PBIS • Behavior contract • SST referral Possible Consequences- • Suspension	Possible Interventions- • School Counselor referral • Parent contact Possible Consequences- • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy

	activity			
(m) Possessed an imitation firearm that is substantially similar to a real firearm. **Consequences based on severity** **Secondary (6-12)**			Possible Interventions- • School Counselor referral • Parent contact Possible Consequences- • Suspension • Admin review • Restrict activity- athletic Ineligibilit y, extracurric ular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy
(n) Committed or attempted to commit a sexual assault or battery. **Consequences based on severity** **Secondary (6-12)**			Possible Interventions- • School Counselor referral • Parent contact Possible Consequences- • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness in a Disciplinary matter. **Consequences based on severity** **Secondary (6-12)**			Possible Intervention • Parent/ Student / Admin • Conflict resolution • School Counselor referral • Possible schedule	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion

			change Possible Consequences • Behavior Contract • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	• Refer to deputy
(p) Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. **Consequences based on severity** **Secondary (6-12)**		Possible Interventions • Behavior Contract • Restorative Practices/PBIS • SST Referral • Parent/admin meeting • School Counselor referral Possible consequences • Restrict activity • 1- 3-day Suspension	Possible Interventions- • Behavior Contract/review • Restorative Practices/PBIS • SST Referral/review • Parent/admin meeting • School Counselor referral Possible Consequences- • 3-5 days Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy
(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050. **Consequences based on severity** **Secondary (6-12)**		Possible interventions- • PBIS/restorative practices • Parent/admin /student meeting	Possible Interventions- • School Counselor referral • Parent contact Possible Consequences- • Suspension • Admin review • Restrict	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to

		Possible Consequences: • Restrict activity-athletic ineligibility, extracurricular act	activity-athletic ineligibility, extracurricular act.	deputy
(r)(1) Engaged in an act of bullying-any severe or pervasive physical or verbal act or conduct, including communications in writing or electronic act. **Consequences based on severity** **Secondary (6-12)**	Possible Interventions • Restorative practices • Parent contact Possible consequences • Behavior Impact Letter	Possible Interventions- • Parent /student/admin meeting • Restorative Practice/PBIS • Behavior contract • SST referral Possible Consequences- • Suspension	Possible Interventions- • School Counselor referral • Parent contact Possible Consequences- • Suspension • Admin review • Restrict activity-athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy
(r)(2) Bullying by "Electronic Act"-creation or transmission originated on or off the school site by means of an electronic device. **Consequences based on severity** **Secondary (6-12)**	Possible Interventions • Restorative practices • Parent contact Possible consequences • Behavi	Possible Interventions- • Parent /student/admin meeting • Restorative Practice/PBIS • Behavior contract • SST referral Possible Consequences- • Suspension	Possible Interventions- • School Counselor referral • Parent contact Possible Consequences- • Suspension • Admin review • Restrict activity-athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Some cases refer to deputy

	or Impact Letter			
(r)(3) Act of Cyber Sexual Bullying- the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act. **Consequences based on severity** **Secondary (6-12)**			Possible Interventions- • School Counselor referral • Parent contact Possible Consequences- • Suspension 1-3 days • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension 3-5 days • Possible referral expulsion • Referred for expulsion • Some cases refer to deputy
A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless that act is related to school activity or school attendance. 1. While on school grounds 2. While going to or coming from school 3. During lunch period (whether on or off campus) 4. During or while going to or coming from a school sponsored activity				
(t) A pupil who aids or abets the infliction or attempted infliction of physical injury to another Person **Consequences based on severity Secondary (6-12)**	Possible Intervention- • Conflict resolution • Parent Phone Contact (document call) • Refocus form Possible Consequences- • Check in System	Possible Intervention • Parent/Student/ Admin Possible Consequences • Behavior Contract	Possible Interventions- • School Counselor referral • Possible schedule change Possible Consequences- • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Refer to deputy
Ed. Code Violations				

48900.2-48900.7				
48900.2 Committed Sexual Harassment **Consequences based on severity** **Secondary (6-12)**			Possible Interventions- • School Counselor referral • Parent contact Possible Consequences- • Suspension 1-3 days • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension 3-5 days • Possible referral expulsion • Referred for expulsion • Some cases refer to deputy

48900.3 Caused or Attempted to Cause or Participate in Hate Violence			Possible Interventions- • School Counselor referral • Parent contact Possible Consequences- • Suspension 1-3 days • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. program s Possible Consequence- • Suspension 3-5 days • Possible referral expulsio n • Referred for expulsion • Some cases refer to deputy
48900.4 Created, an intimidating or hostile environment by engaging in harassment, threats, or intimidation (Grades 4-12)			Possible Intervention • Parent/ Student / Admin • Conflict resolution • School Counselor referral • Possible schedule change Possible Consequences • Behavior Contract • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	Possible Interventions- • Referral to alt ed. programs Possible Consequence- • Suspension • Referred for expulsion • Refer to deputy
48900.7 Terrorist Threats Against School Personnel or Property				Possible Interventions- • Referral to alt ed. Program Possible Consequence- • Suspension • Referred for expulsion Refer to deputy

Ed. Code Violation 48915	Grades 7-12			
Possessing, selling or otherwise furnishing a firearm.	Possible Interventions • Referral to alt ed. programs		Possible Consequence • Suspension • Referred for expulsion • Refer to deputy	
Brandishing a knife at another person.	Possible Interventions • Referral to alt ed. programs		Possible Consequence • Suspension • Referred for expulsion • Refer to deputy	
Selling a controlled substance	Possible Interventions • Referral to alt ed. programs		Possible Consequence • Suspension • Referred for expulsion • Refer to deputy	
Committing or attempting to commit a sexual assault or battery	Possible Interventions • Referral to alt ed. programs		Possible Consequence • Suspension • Referred for expulsion • Refer to deputy	
Possession of an explosive	Possible Interventions • Referral to alt ed. programs		Possible Consequence • Suspension • Referred for expulsion • Refer to deputy	

The school rules and procedures were developed and adopted in accordance with California Education Code 35291.5. This documentation represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

Standard Response Protocol (SRP)

A critical ingredient in the safe school recipe is the classroom response to an incident using a **common language.** Weather events, fire, accidents, intruders and other threats to student, staff and visitor safety are scenarios that should all be planned for and drilled by the school community. The Safer Schools Coalition of Kern endorses and recommends the use of the **Standard Response Protocol (SRP),** a system of four key actions: Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and corresponding directive is called. The SRP's four actions are as follows:

LOCKOUT!
GET INSIDE. LOCK OUTSIDE DOORS.

The **LOCKOUT!** Protocol is implemented when there is a potential threat or hazard outside of the school buildings or grounds. It requires increased situational awareness, but allows the educational process to continue with little classroom interruption.

Examples: Suspicious person; criminal/dangerous activity in neighborhood surrounding campus; Animal on campus.

LOCKDOWN!
LOCKS, LIGHTS, OUT OF SIGHT.

The **LOCKDOWN!** Protocol is implemented when there is an active or immediate threat in the schools building(s) or on school grounds. This protocol requires locking classroom doors, turning off lights, remaining silent and out of sight.

Examples: Life safety threat on or near campus like a hostile person, gunfire or direct threat.

EVACUATE!
TO A LOCATION

The **EVACUATE!** Protocol is called to move students and staff from one location to another.

Examples: Fire or Bomb threat. When conditions outside buildings or off campus are safer than inside or on campus.

SHELTER!
TO A LOCATION

The **SHELTER!** Protocol is called when the need for personal safety is necessary.
Examples: Earthquake, flood, or hazmat