

District-wide Comprehensive School Safety Plan (CSSP)

Ed Code 32280-3228

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.

Roster

Barbara E. Gaines, Superintendent

Mario Gutierrez– President, Board of Trustees

Robert Vincelette, Vice President, Board of Trustees

Sunni Hepburn, Clerk

Adrienne Rendon, Member, Board of Trustees

Justin Wright, Member, Board of Trustees

Leanne Hargus, Associate Superintendent

Dr. Larry Mendez, Assistant Superintendent

Sheryl Taylor, Assistant Superintendent

Robert Irving, Chief Business Officer

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A meeting for public input was held on January 20, 2021 DAC (District Advisory Council)

The plan was approved by the Southern Kern Unified School District Board on February 17, 2021

Plan was Revised on April 2025

This Revised Plan was adopted on August 20, 2025 along with the Instructional Continuity Plan, which is a component of this Plan and can be found on Page 41.

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 490 Staff members including teachers, classified staff, confidential, and 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 Intentional Social Emotional Learning Class, (ISEL).

District Organization

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

Board of Trustees

Mario Gutierrez	- President
Robert Vincelette	- Vice President
Sunni Hepburn	- 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 the Palmdale School District. Over the past two decades 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 30 years in the educational field in California.

Kern County Superintendent of Schools. (2025). Comprehensive Safe School Plan

(CSSP).

The California Education Code (sections 32280-32288) outlines the requirements of all public school districts operating any schools (including charter schools) serving grades kindergarten through 12, inclusive, to write and develop a Comprehensive School Safety Plan (CSSP) that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

A. 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.

Board Policy 5141.4: Child Abuse Prevention and Reporting
California School Board Association, GAMUT. (2024). Retrieved February 18, 2025, from <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030190>

Board Policy

5141.4 Child Abuse

Original Adopted Date: 04/01/2015 | Last Revised Date: 09/01/2021 | Last Reviewed Date: 09/01/2021

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and

neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

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

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse. The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

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

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

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

Child Abuse Reporting

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

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

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

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

Administrative Regulation 5141.4: Child Abuse Prevention and Reporting
California School Board Association, GAMUT. (2024). Retrieved February 18, 2025, from

<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030190>

Administrative Regulation

5141.4 Child Abuse

Original Adopted Date: 04/01/2015 | Last Revised Date: 09/01/2021 | Last Reviewed Date: 09/01/2021

Definitions

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous

objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

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

Reportable Offenses

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

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

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

Responsibility for Reporting

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

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

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

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

Reporting Procedures

1. Initial Telephone Report

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

Child Abuse Hotline

Kern County Human Services Bakersfield

661-631-6011

(Phone)

661-631-6568

(FAX)

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

advice received.

2. Written Report

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

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

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

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

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

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

3. Internal Reporting

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

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

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

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

Training

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

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

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

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

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

Victim Interviews by Social Services

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

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

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

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to

appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

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

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

Notifications

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

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

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637. The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth

or falsity of the report. (Penal Code 11172)

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

Board Policy 5141.5: Mental Health

California School Board Association, GAMUT. (2024). Retrieved February 18, 2025, from

<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030190>

Board Policy

5141.5 Mental Health

Original Adopted Date: 09/02/2020 | Last Reviewed Date: 09/02/2020

The Board of Trustees recognizes that students' emotional well-being and mental health contribute to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to build students' resiliency skills, help students cope with life challenges, and reduce the stigma associated with mental illness.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists, other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the

state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

The Superintendent or designee shall provide school staff with information and training to recognize the early signs of an emerging mental health condition, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, and link students with effective services and supports. Such information may also be provided to parents/guardians and families.

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

A school counselor, school psychologist, Mental Health Therapist or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

Board Policy 5141.52: Suicide Prevention

California School Board Association, GAMUT. (2024). Retrieved February 18, 2025, from

<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030190>

Board Policy: Suicide Prevention

5141.52

Original Adopted Date: 09/02/2020 | Last Reviewed Date: 09/01/21

The Governing Board recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals, suicide prevention experts, and, in developing policy for grades K-6, the county mental health plan. (Education Code 215)

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, Mental Health Therapists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers
2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide
5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
7. Crisis intervention procedures for addressing suicide threats or attempts
8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: _____

PLEASE PRINT OR TYPE

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? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE			
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
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	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> PHYSICALLY DISABLED?	<input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED?		OTHER DISABILITY (SPECIFY)		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> NO <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			PRIMARY LANGUAGE SPOKEN IN HOME		
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
D. INVOLVED PARTIES	VICTIMS SIBLINGS							
	1. NAME		BIRTHDATE		SEX		ETHNICITY	
	2. _____		3. _____		4. _____		5. _____	
	VICTIMS 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 <input type="checkbox"/> 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

- A. District-approved procedures for responding to suicide risk and suicide prevention (including multi-tiered systems of support and referrals) and (HOPE Squad curriculum is offered in the form of a CTE pathway classes at the secondary Schools) . Hope Squad afterschool clubs are offered at the elementary schools. Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- A. HOPE Squad our suicide prevention model connects gatekeeper training, psychoeducation, a peer-to-peer approach, and community engagement to reduce the risk of suicide. Core suicide prevention competencies are woven through each of these elements to build the knowledge and skills that empower students to connect peers to trusted adults.
- B. Please Contact Alicia Cambaliza, Coordinator of Behavioral Health LMFT acambaliza@skusd.k12.ca.us.

District Personnel have been trained in the use of Narcan for opioid overdoses emergencies. Additionally, all campuses have Narcan (Naloxone Nasal Spray) available in the School Site Main Office to use in emergencies.



B. Emergency/Disaster Preparedness (Crisis Response Plan)

EARTHQUAKE DRILL PROCEDURES:

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

- Do not lock your door
- Prop open door
- Have your Roll Sheet, and Emergency Buckets
- Take roll. Make eye contact with each student and staff member!

EARTHQUAKE

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

Inside the School Buildings

- 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.
- Implement Action LEAVE BUILDING when the earthquake is over,
- Special consideration should be given to exit routes, as many California schools have heavy architectural ornaments over the main entrances. DO NOT RUN.
 - Do not return to buildings until they have been declared safe.
 - Guards should be posted at a safe distance from all building entrances to see that no one re-enters buildings.
- Do not light any fires after the earthquake.
- Avoid touching electrical wires that may have fallen.
- Render first aid if necessary.
- Take roll.
- Request assistance as needed with the Emergency Services Office (county or city).
- Notify utility companies of any break, or suspected break.
- 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.
 - In most parts of California, the earth shock is the most severe, and subsequent shocks are less intense.
 - 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:

If an aircraft falls near the district offices, the following will be accomplished:

- 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.
- All staff will be kept at a safe distance, allowing for possible explosion.
- If possible, the Superintendent will determine whether the aircraft is military, commercial, or a private plane.
- Notify the (local) Kern County Fire Department 911 or (661) 256-2401
- Notify the (local) Kern County Sheriff's Office 911 or (661) 861-3110

SEVERE WINDSTORM

The U.S. Weather Service <https://www.weather.gov> can usually forecast severe windstorms with a high degree of accuracy. If time and conditions permit, Action GO HOME may be implemented before an emergency. However, if high winds develop during school hours with little or no warning, the following Emergency Actions will be accomplished.

- Staff should be assembled inside shelters or buildings.
- Close windows and blinds.
- Remain near an inside wall, on the lower floors, if possible.
- Avoid structures with large roof spans.
- Evacuate offices bearing the full force of the wind.
- Keep tuned to the local radio station or other media for the latest advisory information.
- Take roll.
- Notify utility companies of any break, or suspected break.

CHEMICAL RELEASE

Inside Offices:

- Call 911.

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

Outside the offices and localized:

- The superintendent/designee will direct staff to remove from the affected area and proceed upwind of the area.
- If necessary, evacuate the building upwind of the affected area.
- The security/utility team will isolate and restrict the 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, take action 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.

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, STAY IN PLACE, 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.



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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

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:



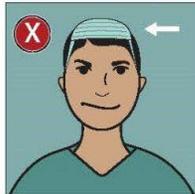
DON'T wear your facemask under your nose or mouth.



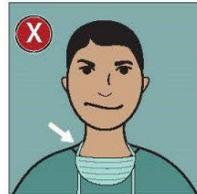
DON'T allow a strap to hang down. DON'T cross the straps.



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>.



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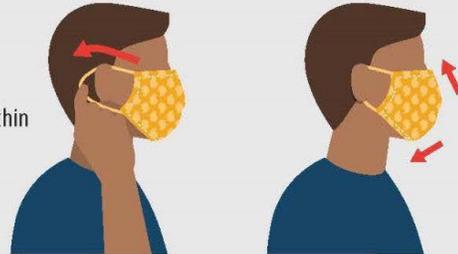
cdc.gov/coronavirus

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



CS 316488 | 12/21/2020

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](https://www.cdc.gov/coronavirus)

COVID-19 How to Protect Yourself & Others

Know how it spreads:

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.

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.

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



CS 314291A 09/02/2020

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

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](https://www.cdc.gov/coronavirus)

GUIDANCE FOR EMPLOYEES WHO HAVE BEEN EXPOSED to COVID-19

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

Monitor your health:

- Watch for fever (100.40F), cough, shortness of breath, or other symptoms of COVID-19
- If possible, stay away from others, especially people who are at higher risk for getting very sick from COVID-19.
- If you are recovering from COVID 19 or the symptoms, stay home until you are without a fever for 24 hours without fever reducing medication and symptoms are improving.

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.

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).

Stay home except to get medical care

- Monitor your symptoms. If you have an emergency warning sign (including trouble breathing), seek emergency medical care immediately

GUIDANCE FOR EMPLOYEES WHO HAVE TESTED POSITIVE FOR COVID - 19

- 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
- Do not return to work until it has been at least 24 hours with no fever without fever reducing medication

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 your symptoms are improving

The following Plans written previously may be found on the SKUSD Website under Plans:

SOUTHERN KERN UNIFIED SCHOOL DISTRICT GUIDE FOR REOPENING SCHOOL COVID – 19 Prevention Plan (CPP)

This plan can be found under our website by navigating to

<https://www.skusd.k12.ca.us/> > “About Us” > “Learning and Spending Plans”

or directly by clicking the link below

<https://www.skusd.k12.ca.us/fs/resource-manager/view/17008652-03ad-4705-9917-12875ceaf68a>

Authority and Responsibility

Barbara Gaines, Superintendent has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the procedures in a language they understand. All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.
Date: January 29, 2025

Please access the following link to access the Prevention Plan.

COVID Prevention Plan

Southern Kern Unified School District, (n.d.). Retrieved February 7, 2025, from

<https://resources.finalsite.net/images/v1738863653/skusdk12caus/e0xhasqveomjuwkuj8so/COVIDPreventionProcedure1292025.pdf>

SOUTHERN KERN UNIFIED SCHOOL DISTRICT LEARNING CONTINUITY AND ATTENDANCE PLAN

Authority and Responsibility

Barbara Gaines, Superintendent has overall authority and responsibility for implementing the provisions of the Learning Continuity and Attendance Plan in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the Learning Continuity and Attendance Plan in their assigned work areas and for ensuring employees receive answers to questions about the procedures in a language they understand. All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining learning and attendance. Date: July, 2025

Please access the following link for the [Learning Continuity and Attendance Plan](#).

This plan was last updated in the 2020-2021 School year and can be found under our website by navigating to

<https://www.skusd.k12.ca.us/> > “About Us” > “Learning and Spending Plans”

or directly by clicking the link below

<https://www.skusd.k12.ca.us/fs/resource-manager/view/53e9b96b-e18c-4aa7-93c3-618155764232>

Instructional Continuity Plan – (ICP) (July 2025)

Board Approved on August 20, 2025
Southern Kern Unified School District,

The actions of Southern Kern Unified School District outlined in the Instructional Continuity Plan are centered on Classroom instruction aligned to standards based core curriculum adopted by the Board of Trustees. Ensuring the safety of students and staff and the continuity of education during any emergency is the ultimate goal of SKUSD. SKUSD has adopted state approved curriculum in both print and digital for its students with lessons focused on addressing the Essential Standards to ensure the continuity of the learning environment as our schools approach the challenge.

Each site has their own Safety Plan complete with evacuation procedures, Lockdown, Shelter-in-place, and Emergency kits and Supplies for sustaining individuals during potential extended periods of isolation.

The Social/Emotional needs of the students is addressed using our Mental Health Therapists, School Psychologists, Counselors and our everyday implementation of Character Strong, a program focusing on strengthening students' connectedness to others. Each site has an allotted 14 minutes daily for the instruction of Character Strong. Character Strong is a curriculum that is a multi-tiered solution to address and support the whole child success. It is built around the eight essential character traits of Patience, Kindness, Humility, Respect, Selflessness, Forgiveness, Commitment and Honesty. This curriculum also addresses social-emotional skills such as self-awareness, self-management, social Awareness, relationship skills, and responsible decision-making. Every student in SKUSD is exposed to Character Strong as part of their daily schedule.

Component 1:

Procedures for Pupil Engagement – 5 Calendar Days

- Two-Way Communication with Pupils and Families –

Pupil and Family Communication & Engagement

Communication with pupils and families will be conducted through multiple channels to ensure accessibility and consistency. The District has standardized on the ParentSquare platform for communication with families. ParentSquare sends posts and messages to families through the ParentSquare app, text messaging, email, and sometimes by phone. All communications are translated into the recipient's home language. Communication is two way, meaning the people who receive posts and messages from the school or district can reply to the sender. The district will also use its official website and social media platforms (mainly

Facebook) to share updates, resources, and guidance.

Component 2:

- Identify and provide supports for pupil social-emotional, mental health, and academic needs.

Mental & Emotional Wellness

SKUSD will monitor and support mental health and social and emotional well-being of our students through the assistance of our Mental Health Therapists, Psychologists, Teachers and Counselors. Our Therapists use researched based curriculum for their group sessions. Their goal is to improve upon mental, emotional and social wellbeing. They conduct Mental Health Assessments, which encompass the following areas: Anxiety, Depression, Anger, Self-Concept, and Disruptive Behaviors. The Mental Health Therapists also create and implement Crisis Intervention Plans including Suicide Evaluations and Intervention / Community Crisis.

There are para educators, psychologists, and mental health therapists that will do daily check ins with groups of students to ensure that they have the necessary supplies, mental health and academic support. Psychologists, and mental health therapists will be offering open office hours for students that would like to Zoom or call in with social/emotional concerns.

Math and ELD academies will be provided twice weekly, onsite for students. These academies will focus on the learning loss that may be attributed to an emergency situation. PLC's are being held weekly, sharing successful strategies, analyzing data, small group and differentiated instruction best practices, diagnosing student's needs, and moving from adult centered needs to a focus on students.

Additional supports for students include attendance monitoring. Students that fail to show up to Zoom lessons or respond to teachers in Google Classroom will be called by teachers, and site/district attendance staff. Home visits will also be made by site and district administrators if calls do not illicit a satisfactory response.

Our counselors, psychologists and mental health therapists will work with students and families on their caseloads throughout the school year regardless if we are in a Traditional or a Distance Learning environment. They also communicate with students who refuse to engage. If a teacher or administrator reports a student is experiencing emotional or behavioral issues, our counselors reach out to the family to provide support. We continue to locate homeless families and children to provide additional resources to them as needed and to ensure they are engaging in their classes on a regular basis.

- Tiers of services/resources for students, staff, and parents

SKUSD will offer an Independent Study Program for those students who are medically fragile or have special health care needs

- Promote academic, social, and emotional learning

School Mental Professionals will be involved in creating the message and support to our students, staff and families to reduce fear and anxiety on the return

School Mental Health Professionals will be an outreach to students who do not return

All SKUSD schools will provide academic accommodations, and supports for all students – Students will be provided multiple avenues to catch-up for lost academic learning. Leveraging technology and online learning platforms can facilitate remoted education during emergency situations including school closures for an indefinite amount of time.

Component 3:

- A plan to provide access to in person instruction or remote instruction via independent study, as soon as practicable, but no later than 10 instructional days following the emergency.

Instructional Delivery and Continuity

All SKUSD schools will provide academic accommodations, and supports for all students – Students will be provided multiple avenues to catch-up for lost academic learning. Leveraging technology and online learning platforms can facilitate remoted education during emergency situations including school closures for an indefinite amount of time.

SKUSD may need to modify the academic calendar and curriculum expectations to adjust for disruptions in the school year caused by an emergency situation. Teachers will teach in two ways should an emergency prevent students and staff from attending regular school : live online classes (synchronous) and on-your-own work (asynchronous). This helps make sure learning continues even when school is disrupted.

Synchronous remote learning involves real-time instruction using video conferencing tools. The District uses the Zoom platform. Students will be expected to attend virtual classes daily, with teachers tracking attendance and student engagement. Live teacher support will be available to assist students during instructional time.

Asynchronous remote learning includes digital assignments and independent learning tasks. These resources will be made available through Google Classroom, the District's learning management system.

Technology and Access

To support remote and hybrid learning, the district will provide necessary technology and internet access to students. All students in SKUSD currently have a 1:1 device. This includes iPads for grades TK-1 and Chromebooks for grades 2-12. Students in grades 4-12 take their devices home. In the event of school closure and a transition to remote learning, students in grades TK - 3 will receive their devices to take home.

The District has 250 mobile WIFI hotspots for students without reliable internet access, Hotspots will be distributed to ensure students have connectivity to the internet and to their digital learning platforms.

Instructional platforms and tools include Google Workspace for Education (Docs, Drive, and Classroom), which will serve as the foundation for online collaboration and learning. Students and staff will also use the Clever portal for single sign-on access to digital curriculum tools such as i-Ready, IXL, Sora, and the digital curriculum for all core classes.

Technical support will be provided through the district's IT helpdesk, which will be accessible by phone and email.

C. School Suspension/Expulsion Policies

Board policy 5144.1 Suspension And Expulsion/Due Process
California School Board Association, GAMUT. (2024). Retrieved February 7, 2025,
from <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030190>

Board Policy

5144.1

Original Adopted Date: 11/14/2018 | Last Revised Date: 06/10/2020 | Last Reviewed Date: 06/10/2020

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.

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
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.

Appropriate Use of Suspension Authority

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

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

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

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

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.(Alternative To Suspension, ATS)

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

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.

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)

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.

D. Procedures to Notify Teachers of Dangerous Pupils

Board Policy

Board Policy 4158: Employee Security

California School Board Association, GAMUT. (2024). Retrieved February 7, 2025, from <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030190>

Board Policy 4158

Employee Security

Original Adopted Date: 08/15/2018 | Last Revised Date: 09/01/2021 | Last Reviewed Date: 09/01/2021

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response. Reports of an attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

In addition, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

1. Acts That Are Grounds for Suspension or Expulsion
 - a. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary

course of business or records received from a law enforcement agency.
(Education Code 49079)

- b. Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)
- c. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

2. Offenses Reported to the District by a Court

- a. When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)
- b. The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)
- c. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)
- d. When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file

until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

- e. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking

When requested by an employee who is a victim of domestic violence, sexual assault, or stalking, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including: (Labor Code 230)

1. A transfer, reassignment, or modified schedule
2. A changed work telephone or work station
3. An installed lock
4. Assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace
5. Referral to a victim assistance organization
6. Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime

The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an

accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee. (Labor Code 230)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, or stalking. Such certification may include: (Labor Code 230)

1. A police report indicating that the employee was a victim
2. A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court
3. Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf

Any verbal or written statement, police or court record, or other documentation identifying an employee as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Labor Code 230)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, or stalking or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. (Labor Code 230)

The district shall not retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Labor Code 230)

Use of Pepper Spray

The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray shall submit to the Superintendent or designee a written request setting forth the need for the pepper spray. The Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied.

When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

- E. The pepper spray shall be used only in self-defense pursuant to Penal Code 22810.
- F. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.
- G. The pepper spray must be stored in a secure place and not be accessible to students or other individuals. Negligent storage of the pepper spray may subject the employee to disciplinary action.

H. Discrimination, Harassment, Intimidation, and Bullying Policies

Board Policy

Board Policy 5145.3: Nondiscrimination/Harassment

California School Board Association, GAMUT. (2024). Retrieved February 18, 2025, from

<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030190>

Board Policy 5145.3

Nondiscrimination/Harassment

Original Adopted Date: 08/15/2018 | Last Revised Date: 09/02/2020 | Last Reviewed Date: 09/02/2020

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, 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.

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

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

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

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

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

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

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.

Board Policy

Board Policy 5131.2: Bullying

California School Board Association, GAMUT. (2024). Retrieved February 18, 2025, from <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030190>

Board Policy 5131.2

Bullying

Original Adopted Date: 08/15/2018 | Last Revised Date: 03/04/2020 | Last Reviewed Date: 03/04/2020

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

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

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

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

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

accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

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

I. School-Wide Dress Code

New Dress Code – Adopted by the Board of Trustees – October 9, 2024

Board Policy 5132: Dress And Grooming

California School Board Association, GAMUT. (2024). Retrieved February 18, 2025, from <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030190>

Board Policy 5132

Dress And Grooming

Original Adopted Date: 11/05/1997 | Last Revised Date: 10/09/2024 | Last Reviewed Date: 10/09/2024

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

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

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

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

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

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

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

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

Gang-Related Apparel

Clothing, hats, and jewelry should not promote violence, the use/abuse of drugs, tobacco, and alcohol; contain sexually inappropriate images, offensive gestures, pictures or wording.

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

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

Pants:

1. Pants and shorts must cover undergarments when sitting, standing or bending.

Shirts:

1. All shirts must have a strap and cover undergarments. No tube tops permitted.

Shoes:

1. Shoes will be worn at all times and should not be removed.
2. Tennis shoes are required for PE.

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. Administrators reserve the right to determine if any article of clothing and/or accessory is not appropriate for the school environment.

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.

J. 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. Each school site Safety Plan has included maps to outline safe Ingress and Egress;

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:

- K. Parking guidance
- L. Student valet programs
- M. Safe routes to and from schools
- N. Pedestrian crossings
- O. Crossing guard programs
- P. Bicycle policies

Safe Routes to School:

Board Policy 5142.2: Safe Routes To School Program

BP 5142.3 Student use of bicycles

Bus Routes Map

Crossing Guard Routes Map

<https://www.saferoutespartnership.org/safe-routes-school/local-work/safe-routes-launch>

<https://www.saferoutespartnership.org/resources/model-policy/srts-district-policy-workbook>

<https://www.saferoutespartnership.org/resources/district>

Q. Maintaining a Safe and Orderly Environment

Rosamond, CA-Local Law Enforcement Crime Data

Neighborhood Scout. (n.d.). Security Gauge, Rosamond Profile. Retrieved January 20, 2025, from <https://www.neighborhoodscout.com/ca/rosamond>

Rosamond is a medium-sized town located in the state of California. With a population of 20,961 people and six associated neighborhoods, Rosamond is the 312th largest community in California.

Rosamond is home to a number of people employed in the armed forces. When you visit or walk around Rosamond, some of the people you will bump into will be military people in and out of uniform, jogging, shopping and generally out and about town.

Also, of interest is that Rosamond has more people living here who work in computers and math than 95% of the places in the US.

Being a small town, Rosamond does not have a public transit system used by locals to get to and from work.

In terms of college education, Rosamond is nearly on par with the US average for all cities of 21.84%: 18.76% of adults 25 and older in Rosamond have a bachelor's degree or advanced degree.

The per capita income in Rosamond in 2022 was \$30,194, which is lower middle income relative to California, and middle income relative to the rest of the US. This equates to an annual income of \$120,776 for a family of four. However, Rosamond contains both very wealthy and poor people as well.

Rosamond is an extremely ethnically-diverse town. The people who call Rosamond home describe themselves as belonging to a variety of racial and ethnic groups. People of Hispanic or Latino origin are the most prevalent group in Rosamond, accounting for 46.33% of the town's residents (people of Hispanic or Latino origin can be of any race). The greatest number of Rosamond residents report their race to be White, followed by Black or African-American. Important ancestries of people in Rosamond include German, English, Irish, Italian, and European.

The most common language spoken in Rosamond is English. Other important languages spoken here include Spanish and Japanese.

Rosamond Annual Crimes:

Neighborhood Scout. (n.d.). Security Gauge, Rosamond Profile. Retrieved January 20, 2025, from <https://www.neighborhoodscout.com/ca/rosamond>

	Violent	Property	Total
Number of Crimes	131	279	410
Crime Rate (per 1,000 residents)	6.25	13.31	19.56
California	5.08	23.26	
National Median	4	19	

Total Crime Index

Neighborhood Scout. (n.d.). Security Gauge, Rosamond Profile. Retrieved January 20, 2025, from <https://www.neighborhoodscout.com/ca/rosamond>

Total Crime Index
21
(100 is safest)
Safer than 21% of U.S. Cities

Chances of Becoming a Victim of a Violent Crime

Neighborhood Scout. (n.d.). Security Gauge, Rosamond Profile. Retrieved January 20, 2025, from <https://www.neighborhoodscout.com/ca/rosamond>

1 IN 160 (In Rosamond)	1 IN 197 (In California)
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Chances of Becoming a Victim of a Property Crime:

Neighborhood Scout. (n.d.). Security Gauge, Rosamond Profile. Retrieved January 20, 2025, from <https://www.neighborhoodscout.com/ca/rosamond>

1 IN 75 (In Rosamond)	1 IN 43 (In California)
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District-wide Aeries Discipline Dashboard Suspension percentage (n.d.). Aeries. Retrieved January 20, 2025

	SY 21-22	SY 22-23	SY 23-24	SY 24-25
Suspensions	5.15%	8.92%	5.99%	

California School Dashboard, Reports Southern Kern Unified School District:
(2024). Retrieved January 20, 2025, from

<https://www6.cde.ca.gov/californiamodel/grid?indicator=susp&year=2024&cdcode=1563776&scode=&reporttype=schools>

Suspension Rate (Unified) Indicator - Schools Five-by-Five Placement
2024 Reporting Year, All Schools (Grades TK-12)

LEVEL	INCREASED SIGNIFICANTLY	INCREASED	MAINTAINED	DECLINED	DECLINED SIGNIFICANTLY
VERY LOW (HIGHEST STATUS)	Gray (N/A)	Green <u>Abraham Lincoln Alternative</u>	Blue (None)	Blue (None)	Blue (None)
LOW	Orange (None)	Yellow (None)	Green (None)	Green <u>Westpark Elementary</u>	Blue (None)
MEDIUM	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green <u>Rosamond Elementary</u>
HIGH	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow Southern Kern Unified (District Placement) <u>Rosamond High Early College Campus</u>
VERY HIGH (LOWEST STATUS)	Red (None)	Red <u>Rare Earth High (Continuation)</u>	Red (None)	Orange (None)	Yellow <u>Tropico Middle</u>

California Healthy Kids Survey:
 California School Climate, Health, and Learning Surveys, (2025). Retrieved
 February 6, 2025, from
<https://calschls.org/my-surveys/>

Key Indicators of School Climate

Table A2.1	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
School Engagement and Supports			
School Connectedness (In-School Only)	39	39	36
School Connectedness (Remote Only)			
Academic motivation	60	57	51
School is really boring	52	43	56
School is worthless and a waste of time	12	12	14
Monthly Absences (3 or more)	19	21	17
Maintaining focus on schoolwork	26	24	23
Caring adult relationships	46	46	44
High expectations-adults in school	61	56	53
Meaningful participation	21	21	17
Facilities upkeep	12	17	11
Promotion of parental involvement in school	44	38	24
School Safety and Cyberbullying			
School perceived as very safe or safe	33	38	28
Experienced any harassment or bullying	54	31	26
Had mean rumors or lies spread about you	51	36	32
Been afraid of being beaten up	35	25	12
Been in a physical fight	19	11	8
Seen a weapon on campus	17	12	12
Cyberbullying	49	29	19

Key Indicators of Substance Use, Remote Schooling, and Student Well-Being

Table A2.2	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)
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Substance Use			
Current alcohol or drug use	10	10	10
Current tobacco use	3	3	2
Current marijuana use	2	4	4
Current binge drinking	3	4	8
Very drunk or “high” 7 or more times, ever	0	4	8
Been drunk or “high” on drugs at school, ever	3	5	7
Current cigarette smoking	0	2	0
Current use of vape products	3	4	3
Current tobacco vaping	2	3	2
Current marijuana vaping	1	2	3
Routines			
Eating of breakfast	56	42	41
Bedtime (at 12 am or later)	19	17	27
Remote Schooling			
Remote learning frequency (5 days per week)			
Synchronous instruction (4 days or more)			
Interest in schoolwork done from home			
Meaningful opportunities			
Social and Emotional Health			
Social emotional distress	35	33	31
Experienced chronic sadness/hopelessness	39	42	39
Considered suicide	22	26	18
Optimism	48	35	33
Life satisfaction	57	53	51

Personal Device Policy

Adopted 04/01/2025

Personal Devices must be in the off position, in backpacks throughout the school day.

A personal device is defined as devices such as cell phones, airpods/headphones, tablets, laptops, gaming devices, smartwatches, and any device that connects to the internet or a cellular network.

The Southern Kern Unified School District acknowledges the importance of communication between students and parents, particularly when it is essential or in emergency situations. Furthermore, the district recognizes that instructional time is precious and school time must be protected from unnecessary disruptions. There is also growing evidence that increased screen time and social media use is linked to teenage depression and anxiety.

Therefore, students may be permitted to have in their backpack in the off position, a cell phone/personal device (with parent permission) on campus during the school day while attending school-sponsored activities, or while under the supervision of a school district employee. Cell phones and other personal communication devices, including smartwatches, must be in the off position, in backpacks throughout the school day. Students shall be allowed to possess and use personal devices in conjunction with being in school under the following parameters:

- Personal devices are to be turned off and put away upon entering the school campus. Teachers may grant permission for specific learning activities or a staff member may give permission for use in another school building, but SKUSD staff members must expressly give permission.
- No student shall use a personal device with camera, video or voice recording function in any way or under any circumstances, which infringe on the privacy rights of other students or staff. This includes but is not limited to the video recording of staff, other students, fights, peer conflicts, and medical emergencies. Education code 78907 and 57578 state it is not permissible for students to record others on campus without their permission.

- Permission for student possession or use of a personal device may be revoked by parents or administration for inappropriate use.
 - The Southern Kern Unified School District assumes no liability for the damage, loss or misuse of the personal device by the student or another person. Staff will not be responsible for any damage that results from confiscation in situations where use has been violated.
 - When in the Office, personal devices must be turned off and put away. Phones may be confiscated during disciplinary meetings.
 - At any time during a school activity, a school official may give specific direction regarding student use or non-use of a personal device and the student is expected to comply.
 - Progressive Discipline Plan
 - 1st Offense - Student can pick up their device in the office after school.
 - 2nd Offense - A parent/guardian must pick up the device in the office during office hours.
 - 3rd Offense - Parent/guardian must pick up the device in the office during office hours. At that time, a conference between school administrator and parent/guardian will be held.
 - 4th Offense - In-school suspension/alternative to suspension. Additional consequences and a phone misuse contract with the parent and the student.
 - Continued Offenses may result in further in-school suspensions/Alternative to Suspension/Off Campus Suspension. Student will no longer be allowed to bring a personal device to school.
 - Severe Offense - Student who refuses to adhere to teacher/staff request to put phone away may be subject to additional disciplinary actions, including suspension pending expulsion from school
- ***Any personal device usage determined to have occurred during school hours, even after the fact, will be enforced by the progressive discipline model.

R. Tactical Responses to Criminal Incidents

*NOTE: This section is not for public viewing as it will
Contain sensitive safety information*

Fulfills Education Code 32282 (J)

IMPORTANT NOTE: The information presented in this document is intended to outline potential emergency response options available to district/school personnel in an active shooter/armed assailant situation.

The Safer Schools Coalition of Kern and local law enforcement endorses the use of the Standard Response Protocol (SRP) and the Run, Hide, Fight model. More on each of these programs can be found at www.kern.org/safer-schools.

Active Shooter/Armed Assailant Situations

“Active Shooter Situations” are defined as those where an individual or individuals are “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene. No single response fits all active shooter / armed assailant situations; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

The **Southern Kern Unified School District** has adopted two safety protocols to response to criminal incidents on our campuses. The first is the **Standard Response Protocol (SRP)**, which is an overarching safety system. The second is **Run, Hide, Fight**, a very specific system that provides choices to school staff in the event of an armed assailant situation on campus. The SRP and Run, Hide, Fight are intended to supplement one another.

Standard Response Protocol

The SRP is a response enhancement to critical incidents, designed to provide clear, consistent language and actions among all staff, students and first responders.

SRP consists of four specific actions:

Lockdown: This protocol used to safeguard students when a potential threat is ON CAMPUS. For example, an armed intruder spotted on campus.

Evacuate: This protocol is used to move students and staff from one location to a different location in or out of the building.

Shelter In Place: The protocol is used when specific protective actions are needed based on a threat or hazard.

Outlined below are the procedures for each of the four actions.

SHELTER IN PLACE:

When there is a potential threat outside of the school campus, students will be brought inside and all perimeter doors and gates will be locked. No visitors will be permitted in or out until the potential threat is resolved.

A call will be made over the school's public address system and will be repeated twice: **Shelter In Place: Get inside, lock outside doors. Lock Inside Doors**

Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

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

LOCKDOWN:

When there is a serious, immediate hazard on campus, a lockdown will be called. No visitors will be permitted in or out until the potential threat is resolved.

A call will be made over the school's public address system and be repeated twice: **Lockdown: Locks, Lights, Out of Sight. Lockdown: Locks, Lights, Out of Sight.**

Students are trained to:

- Move away from sight
- Maintain silence

Teachers are trained to:

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

- Take roll, account for students

EVACUATE:

Evacuate is called to move students and staff from one location to another. A call will be made over the school's public address system and be repeated twice:

Evacuate [enter location] Evacuate [enter location].

Students are trained to:

- Leave belongings behind
- Bring their phone
- Form a single file line
- Form a single file line and hold hands with the person in front and behind you (Elementary Students)

Teachers are trained to:

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

SHELTER:

Shelter is called for a specific safety strategy. For example, hazmat, earthquake or flood. A call will be made over the school's public address system and be repeated twice: **Shelter [enter the hazard and safety strategy] Shelter [enter the hazard and safety strategy].**

Hazards might include:

- Hazmat
- Earthquake
- Flood

Safety Strategies might include:

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

Students are trained to:

- Recognize appropriate hazards and safety strategies

Teachers are trained to:

- Recognize appropriate hazards and safety strategies
- Take roll, account for students

- Report injuries or problems, at the Evacuation Assembly, to first responders using Red Card/Green Card method.

Run, Hide, Fight

The **Southern Kern Unified School District** has adopted the Run, Hide, Fight model as a tactical response to criminal incidents. It is important to note that Run, Hide, Fight are not progressive actions, but rather, are response options where our environment dictates our tactics.

All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter /armed assailant situation is occurring or is about to occur.

[Run, Hide, Fight may also be referred to as Avoid, Deny, Defend or Get Out, Hide Out, Take Out]

Staff should act immediately if you or your students:

- Hear a sound that might be gunfire
- See something that looks like a weapon being carried or used on or near the campus.
- Sense any other indication of an active shooter / armed assailant threat.

Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students:

- Be decisive. Communicate your plan to your students and act quickly.
- Call 911 and the School Office as soon as it is safe to do so.

Run: If you can get yourself and your students safely away from danger, do so immediately. Only run if you are certain you know the exact location of the assailant or you can visualize a route that will get your students and yourself safely off campus.

- Don't carry anything with you. Police may mistake an item in your hands as a weapon.
- Leave everything behind.
- If you encounter people along the way, warn them and take them with you, but don't stop if they refuse to come. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call [661-256-5000] to report your location and obtain instructions.

Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows
- Turn off lights
- Barricade the doors with heavy furniture
- Silence all electronic devices
- Remain silent
- Position occupants spread out and out of line of sight from room entrances and windows
- Prepare to take action if the assailant attempts to get in the room
- Call 911 as soon as it is safe to do so
- Remain in place until evacuated by identifiable law enforcement officers

FIGHT: This is always the option of last resort! Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
- Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to
- surprise and overwhelm the assailant.

Workplace Violence Prevention Plan

Adopted 6/6/2024

Section 1: Policy Statement (June 6, 2024) – Board Approved

Southern Kern Unified School District (SKUSD) is committed to the safety and health of all employees. We refuse to tolerate any form of violence, or threat thereof, in the workplace and will make every effort to prevent violent incidents from occurring by implementing a Workplace Violence Prevention Program (WVPP). This Plan will be implemented at the district office and the following six school sites:

- Rosamond High Early College Campus
- Rare Earth Continuation High School
- Abraham Lincoln Independent Study School
- Tropico Middle School
- Rosamond Elementary School
- Westpark Elementary School

All staff are responsible for complying with our WVPP Program. SKUSD encourages employee participation in development and implementation in designing a WVPP. This includes participation in identifying, evaluating, correcting workplace violence hazards, designing and implementing training, and in reporting and investigating workplace violence incidents. To ensure a successful WVPP, prompt and accurate reporting of all violent incidents whether or not physical injury has occurred is required. SKUSD will not discriminate against victims of workplace violence or anyone who reports the same.

A copy of this policy statement and WVPP Plan is written, available, and easily accessible to all staff and will be provided at the beginning of each school year and at the beginning of employment at SKUSD. A written copy will also be posted at the District Office, each school site, and any other site where SKUSD staff are located.

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

The WVPP will be reviewed annually, when a deficiency is observed or becomes apparent, and after any workplace violence incident.

Section II: Responsibility

- Superintendent – Overall responsibility for the plan, approves final plan and any major changes.
- Human Resources Director – Responsible for employee involvement and training, updates training materials, and handles any reports of workplace violence.
- Chief Business Officer – Responsible for coordination of plan with other employers. Organizes and facilitates WVPP Committee meetings.
- Principals – of the previously listed six school sites. Organizes and facilitates safety meetings with site staff and reports findings and recommendations to WVPP Committee.

In addition, a WVPP Committee will be established, facilitated by the Chief Business Officer, to assess the vulnerability to workplace violence at District and reach agreement on preventive actions to be taken. This group will be responsible for developing employee training programs in violence prevention and steps for responding to acts of violence. They will also audit SKUSD's overall Workplace Violence Prevention Program.

The WVPP Committee Consists of:

Name: Robert Irving	Title: CBO	Phone: 256-5000
Name: Paul Irving	Title: HR Director	Phone: 256-5000
Name: Robert Vincelette	Title: SKUSD Board Member	Phone: 256-5000
Name: Nat Adams	Title: Principal, RES	Phone: 256-5050
Name: Kaycie Ament	Title: Asst. Principal, WES	Phone: 256-5030
Name: Suresh Bajnath	Title: Principal, RHECC	Phone: 256-5020
Name: Debi Keys	Title: Principal, TMS	Phone: 256-5040
Name: Robyn Calzada	Title: Principal, REHS/ALIS	Phone: 256-5090
Name: Ed Shevlin	President: Rosamond Teachers	Phone: 256-5030
Name: CSEA Member	Karen Seay, Rosamond Elementary School	

Section III: Involvement of Staff and Authorized Employee Representatives in Development and Implementation

SKUSD shall seek the input of staff and authorized employee representatives in developing and implementing the plan, including but not limited to, through their participation in identifying, evaluating, and correcting workplace violence hazards, in designing and implementing training, and in reporting and investigating workplace violence incidents. As such, SKUSD will annually distribute a survey among all staff seeking input on the following:

1. Development and implementation of plan,
2. Identifying, evaluating, and correcting workplace violence hazards,
3. Designing and implementing training, and
4. Reporting and investigating workplace violence incidents.

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

Section IV: Coordination with Other Employers

SKUSD may engage outside employers to conduct work and/or services at district sites. Other employers are required to have their own WVPP, as required by law. SKUSD will work with any employer who the district engages for services to ensure there is not contradiction in roles and responsibility of employees.

Section V: Compliance

SKUSD requires safe work behavior from all employees. Noncompliance is not permitted and may result in discipline, up to and including termination.

Section VI: Communication, Reporting Workplace Violence, and Response to Investigation

Matters concerning workplace violence will be communicated to employees by written documentation, meetings, training and/or postings. Communication from employees about workplace violence is encouraged and may be verbal, written, or electronic. Employees can find the electronic form on our district's website at <https://www.skusd.k12.ca.us>. (Home Page) Employees may also send anonymous recommendations through intra-office mail to the Human Resources Director. No employee will be subjected to termination, retaliation, or discrimination for making complaints, instituting proceedings, testifying with regards to employee workplace violence, or reporting a workplace violence incident.

Any report of workplace violence will be investigated by SKUSD and/or appropriate law enforcement agency. SKUSD will inform the reporting employee, if known, the results of the investigation and corrective action taken, if any.

Section VII: Workplace Violence Response Procedures

In the event of a workplace violence incident school sites should use the protocols listed below as deemed necessary. In the event of a threat or perceived threat notify the appropriate law enforcement agency, if necessary.

PROTOCOLS

SHELTER IN PLACE: Get inside—lock outside doors

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual

LOCKDOWN! Locks, lights, out of sight

STUDENTS

Clear the hallways and remain in room
or
area until the "All Clear" is announced
Move away from sight
Maintain silence
Do not open the door

ADULTS

Close and lock door
Account for students and adults

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door

EVACUATE! Reunification site to be specified by site administrators

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to reunification location
Account for students and adults
Notify if missing, extra or injured
students
or adults

SHELTER! Hazard and safety strategy

STUDENTS

Use appropriate safety strategy for the hazard

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured
students or adult

Section VIII: Identify, Evaluate, and Correct Workplace Violence

Whenever a workplace violence condition is observed, discovered, or reported, SKUSD will take appropriate corrective measures in a timely manner. Employees will be informed of the workplace violence condition and interim protective measures will be taken until the workplace violence incident is corrected. In the event of an imminent workplace violence, all impacted employees will be removed from the area at the earliest and safest opportunity, except those assigned to correct the workplace violence.

Section IX: Post Workplace Violence Response and Investigation

All workplace violence incidents will be reported immediately to your supervisor. Your supervisor will complete the required forms by collecting information regarding the workplace violence incident and submit the forms to the Human Resources Director who will review the information provided and determine if further investigation is

warranted. The reporting individual, if known, will be informed of the completed investigation and corrective measures taken, if any. [Current Director is Mr. Paul Irving](#)

Section X: Periodic Review and Revision of Workplace Violence Prevention Plan

The WVPP will be reviewed by the WVPP Committee for possible revision at least annually. The WVPP will also be reviewed by the WVPP Committee for possible revision when any deficiency is observed or becomes apparent and after each incident. Employees and their authorized representatives are encouraged to have active involvement in the review process.

Section XI: Training

The Human Resources Department will ensure that employees receive training to familiarize them with the workplace prevention plan, how to obtain the plan and participate in implementation, definitions, how to report workplace violence, and incident logs. Training will be conducted at the implementation of the plan, upon hire, annually, and again, upon the establishment of new programs, or when new job assignments, substances, processes, procedures, equipment or hazards are introduced or discovered. All employees will have an opportunity to participate in a question and answer session with an individual who is knowledgeable about SKUSD's plan.

Section XII: Recordkeeping

Records of training, audits, incidents, investigations, and corrections made will be maintained as required by law.

EXHIBT A - Definitions

Workplace violence definitions

Workplace violence - Any act of violence or threat of violence that occurs in a place of employment.

Workplace violence includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury:

- The following are four workplace violence types:

Type 1 violence - Workplace violence committed by a person who has no legitimate business at the worksite and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

Type 2 violence - Workplace violence directed at employees by customers,

clients, patients, students, inmates, or visitors.

Type 3 violence - Workplace violence against an employee by a present or former employee, supervisor, or manager.

Type 4 violence - Workplace violence committed in the workplace by a person who does not work at worksite but has, or is known to have had, a personal relationship with an employee.

Workplace violence does not include lawful acts of self-defense or defense of others.