

Comprehensive School Safety Plan (CSSP)

Ed Code 32280-32289

Rosamond High Early College Campus

Southern Kern Unified School District

Principal: Suresh Bajnath



2925 Rosamond Blvd

Rosamond Ca, 93560

661-256-5020

sbajnath@skusd.k12.ca.us

Southern Kern Unified School District

Administration

Superintendent: Barbara Gaines

Associate Superintendent, Human Resources: Leanne Hargus

Assistant Superintendent, Educational Services: Dr. Larry Mendez

Assistant Superintendent, Special Education, Pupil Personnel: Sheryl Taylor

Chief Business Officer: Robert Irving

Facilities Operations & Planning: Rawley Davis

Board of Directors

President: Robert Vincelette

Vice President: Sunni Hepburn

Clerk: Justin Wright

Member: Mario Guterrez

Member: Adrienne Rendon

School Administration

Principal: Suresh Bajnath

Assistant Principal: Dane Adams

Assistant Principal: Scott Small

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School Safety Committee Members

Assistant Principal	Dane Adams
Teacher	Paul Eisenzimmer
CSO (Classified)	Melissa Price
CSO (Classified)	Alex Craft
MHT & Threat Assessment Counselor (Certified)	Alicia Cambaliza
Lead Custodian (Classified)	Alba Oliva
LVN (Classified)	Heather Grier
Parent	Brandy Davision
Student	Caitlyn Brown
Student	Valerius Rushing

2025-26

Rosamond High Early College Campus

School Site Council

Review & Approval Sheet

Names of School Site Council Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Suresh Bajnath	✓				
Justin Wright				✓	
Wendy McCallister				✓	
Mark R. Lee		✓			
Sharon Adis		✓			
Sonya Booker				✓	
Luna Pacheco					✓
Lindsay Williams		✓			
Debbie Coffey				✓	

This Comprehensive School Safety Plan was adopted by the School Site Council at a public meeting on: 2-20-24

Attested:

Suresh Bajnath

Signature of School Principal

2-20-24

Date

Justin Wright

Signature of SSC Chairperson

02-20-2024

Date

To be replaced

2025-26

Rosamond High Early College Campus

Certificated Staff

2025-26

Rosamond High Early College Campus

Classified Staff

School Profile

Rosamond High Early College Campus is one of the 6 schools in the Southern Kern Unified School District with traditions dating back to July 1, 1962. Rosamond high School has an 882-student body and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

Rosamond High Early College Campus faces challenges in maintaining a safe school. This section of the Comprehensive Safe School Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe and orderly school environment conducive to learning.

Rosamond Community Demographics:

Rosamond, California Population 2019-2023: 20,835

Ethnicity	Population	Percentage
Not Hispanic or Latino	11,720	56.3%
Hispanic or Latino	9,115	43.7%
Race	Population	Percentage
White	9,478	45.5%
Black of African American	2,754	13.3%
American Indian and Alaska Native	263	1.3%
Asian	635	3%
Native Hawaiian and Other Pacific Islander	7	<0.1%
Other Race	4,069	19.5%
Two or More Races	3,629	17.4%

Citation: U.S. Census Bureau (2019-2023). *Hispanic or Latino Origin by Race American Community Survey 5-year estimates*. Retrieved from <<https://censusreporter.org>>

Rosamond Renter Vs. Owner occupied by Household Type

Household Type	Count	Owner	Renter
All	20,824	78%	22%
Married	13,007		
Non Family	2,552		
Female Householder	4,373		
Male Householder	892		

Citation: U.S. Census Bureau (2019-2023). *Household Type by Relatives and Nonrelatives for Population in Households American Community Survey 5-year estimates*. Retrieved from <<https://censusreporter.org>>

Citation: U.S. Census Bureau (2019-2023). *Tenure American Community Survey 5-year estimates*. Retrieved from <<https://censusreporter.org>>

Education level

	Rosamond		Kern County		California	
	Male	Female	Male	Female	Male	Female
No Degree	7.3%	6.9%	12.4%	10.3%	7.9%	7.5%
9th Grade	0.1%	0.2%	1%	0.8%	0.8%	0.7%
High School Graduate	16.3%	17%	15.1%	12.5%	10.6%	9.8%
Some College	15.3%	10.1%	11.3%	11.8%	9.8%	10%
Bachelor's Degree	5.2%	6.5%	5.5%	6.8%	10.7%	11.7%
Post-grad Degree	2.4%	2.4%	2.3%	2.8%	5.6%	5.9%

Citation: U.S. Census Bureau (2019-2023). *Sex by Educational Attainment for the Population 25 Years and Over American Community Survey 5-year estimates*. Retrieved from <<https://censusreporter.org>>

Operations, Policies, Procedures

At Rosamond High Early College Campus, we strive to ensure our students safety so that we can assist with their academic success. Through a progressive system of discipline, assemblies, and other communications with students and parents, we work together to maintain a safe environment. The following operations, policies, and procedures may be found in the Student handbook, which parents acknowledge receiving.

At RHECC we have many systems and supports in place to enhance the safety of students and staff. Both the principal and assistant principal supervisor as much as possible before and after school, all nutrition breaks, and lunch time. RHECC employs 5 safety officers strategically placed throughout campus and during high volume times. THECC has implemented Positive Behavior Intervention, and Supports (PBIS) and Character Strong to create a positive culture and environment. Along with campus safety officers up to 6 teachers are required to supervise before and after school. Teachers and CSOs are regularly trained in systematic supervision.

Monthly scheduled drills are held at RHECC: fire, earthquake, lockdown, lockout, and evacuation. RHECC students are encouraged to write statements about incidents and any situations they need addressed concerning needs turn them into administration for investigation or further research. All issues of safety that are brought to the attention of administration by students, staff, parents, or other community members are also quickly investigated and if needed a plan is put into place to resolve the issue. SKUSD uses Gaggle, a program that tracks inappropriate, questionable, and possibly dangerous student's situations through an online filter which alerts administration to these situations.



ROSAMOND HIGH EARLY COLLEGE CAMPUS

2925 W. ROSAMOND BLVD. ROSAMOND, CA. 93560 PH (661)256-5220 FAX (661)256-6880

Principal – Mr. Suresh Bajnath

Asst. Principal - Mr. Scott Small

Counselor - Mrs. Stephanie Lipari

Asst. Principal - Mr. Dane Adams

Counselor - Mr. Kourtney Hansen

“Embracing the Whole Child”

BELL SCHEDULE 2025-2026 (8/14/25)

REGULAR DAY

MINIMUM DAY

PERIOD	TIME	MINUTES	Period	Time	MINUTE
Period 1	7:30 - 8:26 AM (5)	56	Period 1	7:30 - 8:16 AM (5)	46
Period 2	8:31 - 9:27 AM (0)	56	Period 2	8:21 - 9:07 AM (0)	46
Nutrition	9:27 - 9:42 AM (5)	15	Nutrition	9:07 - 9:17 AM (5)	10
Period 3	(9:47 Announcements) 9:47 - 10:53 AM (10:43-10:53 CS)	66	Period 3	(9:22 Announcements) 9:22 - 10:12 AM (No CS)	50
Lunch 4A 100-200-300	10:53 - 11:23 AM (5)	30	Lunch 4A 100-200-300	10:12 - 10:42 AM (5)	30
Class 4A	11:28 - 12:24 PM (5)	56	Class 4A	10:47 - 11:33 AM (5)	46
Class 4B	10:58 - 11:54 AM (0)	56	Class 4B	10:17 - 11:03 PM (0)	46
Lunch 4B PE-400-500-600 700-800	11:54 - 12:24 PM (5)	30	Lunch 4B PE-400-500-600 700-800	11:03 - 11:33 AM (5)	30
Period 5	12:29 - 1:25 PM (5)	56	Period 5	11:38 - 12:24 PM (5)	46
Period 6	1:30 - 2:26 PM	56	Period 6	12:29 - 1:15 PM	46
----- Period 7	----- 2:31 - 3:27 PM	----- 56	----- Period 7	----- 1:20 - 2:06 PM	----- 46

Disaster / Incident Reference Sheet

Site/Agency	Contact Number
SKUSD	(661) 256-5000
<ul style="list-style-type: none"> ● Superintendent 	<ul style="list-style-type: none"> ● Ext. 1113
<ul style="list-style-type: none"> ● Educational Services 	<ul style="list-style-type: none"> ● Ext. 1118
<ul style="list-style-type: none"> ● Human Resources 	<ul style="list-style-type: none"> ● Ext. 1138
<ul style="list-style-type: none"> ● Business Office 	<ul style="list-style-type: none"> ● Ext. 1125
<ul style="list-style-type: none"> ● Special Education / Pupil Personnel 	<ul style="list-style-type: none"> ● Ext. 1201
Maintenance	(661) 256-5015
Transportation	(661) 256-5070
Child Nutrition	(661) 256-0341
Rosamond High Early College Campus	(661) 256-5020
ALIS/Rare Earth	(661) 256-5090
Rosamond Elementary	(661) 256-5050
Westpark Elementary	(661) 256-5030
Tropico Middle School	(661) 256-5084
Parent Center	
Emergency Phone Number	9-1-1
Kern County Sheriff	(661) 861-3110
Fire	(661) 324-6551
Operator	"0"
Principal Extension	2005
Assistant Principal	2006 & 2007

General Information: When faced with an emergency situation, please call the Front Office using extension "0". Local Law Enforcement and Local Fire can be contacted by calling one of the numbers listed above. Clearly identify your exact location. If safe, remain on the line and do not hang up. Keep other lines clear for emergency calls. Your school site may well be a crime scene and everyone needs to take steps to preserve the evidence and to identify potential witnesses. Teachers will gather roll sheets or other class records for student accountability. Consider the impact on students and your peers. Anticipate the involvement of Local Law Enforcement, Fire Department, mental health professionals and other first responders. When appropriate the district procedures for releasing students will be utilized.

LOCKDOWN: Please keep in mind that there are times when a decision to evacuate may actually put students and staff in harm's way. If the situation dictates that it is best for students to remain locked down in their classrooms, a LOCKDOWN announcement will be called at which time an immediate LOCKDOWN will occur. All

doors are to be immediately locked and students who are outside are to come indoors. If a fire alarm is sounding and a verbal/PA command for a LOCKDOWN is heard, obey the verbal/PA commands. During a LOCKDOWN, remain in the locked room until directed to leave by the police or school/staff administration.

Accidents: If an accident happens near campus or if a student or staff member is seriously injured call the Office. Identify your exact location. Remain calm and respond to the situation.

Armed Student in Class: Do not confront the student! Wait for Law Enforcement and Campus Security to arrive. Do not attempt to retrieve the weapon. Do not attempt to restrain or discipline the student. Remain calm and conversational with the armed individual.

Bomb Threat: If available, immediately refer to the "Bomb Threat Checklist". Keep the caller on the line as long as possible. Ask him/her to repeat the message. If the caller does not indicate the location of the bomb or the time of the possible detonation, ask him/her for this information. If possible more than one person listen in on the call. Alert the principal/site administrator. Keep the matter confidential. Immediately complete the "Bomb Threat Checklist". If you find a suspicious device that you believe may be an explosive, DO NOT TOUCH OR HANDLE THE OBJECT. Immediately contact the Office/Administration with the use of a hard wired "landline" telephone.

Administration and Law Enforcement Personnel will assess the situation to determine if evacuation procedures are warranted. Be prepared to report the location and an accurate description of the suspicious device. If possible, check to see that all doors and windows are open. Expect Campus Security, Administration and/or Law Enforcement personnel to examine rooms. Anticipate being asked if you have seen any objects that are out of place or are in places where they do not normally belong, Identify potential witnesses.

Earthquake: DURING THE QUAKE: At first sign of shaking, you should give the DROP command. If indoors, everyone should get under a desk or table. If that is not possible, stand next to an inside wall or under an inside doorway. Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects. Get as far away from the window(s) as possible. Drop to your knees with your back to the window(s) and knees together. Clasp one hand firmly behind your head, covering your neck. Wrap your other arm around a table or chair leg and hold tightly. Bury your face in your arms, protecting your head, and close your eyes tightly. Remain in this position until the earthquake is over. If outdoors, staff should direct students away from buildings, trees, poles and wires. Give the DROP command. Everyone should cover as much skin surface as possible, close eyes and cover ears. If students are on the way to or from school, instruct them to stay in the open away from buildings, signs, trees and wires. Do not run. After the quake, continue home or to school. FOLLOWING THE QUAKE, ANTICIPATE AFTERSHOCKS. Anticipate that all students and staff will be evacuated in an orderly manner using pre-planned evacuation routes. All teachers should take roll and note missing students or staff. Students should remain outdoors, in the evacuation area, until buildings are declared safe. Be prepared to operate without first responder assistance for an unknown time. Retrieve medical supplies and treat the wounded. Keep in mind (1) the first concern is with physical safety; (2) attention can and should be given to the emotional trauma; (3) everyone will need facts; (4) everyone will need an opportunity to share feelings and experiences; (5) children need to be together with adults, friends or family members; (6) if possible, engage children in activities.

Fire/Explosion: In the event of a significant fire, activate the fire alarm and call 9-1-1. The injured should receive First Aid treatment as much as possible while awaiting first responders. Anticipate an evacuation away from threatened buildings using the designated evacuation routes. Keep in mind the direction of the wind when determining your evacuation route. Maintain control of students and take roll. If smoke is in the immediate

vicinity, instruct students to "Stay low and exit," crawling to avoid breathing fumes. If no escape is possible, close as many doors as possible between yourself and the fire. Seal cracks and openings with wet clothing/rags and avoid fanning flames. Lay on the floor to avoid smoke. Wait for help. Identify witnesses. Anticipate being transported to an alternative location.

Gang Fight/Riot/Threatening Group: Contact Campus Security or the Switchboard Operator. Wait for Campus Security to arrive. If there is fighting, do not try to break it up. Identify yourself and issue an order to disperse. Let Campus Security or Law Enforcement handle the situation. (For Designated Staff): Call 9-9-1-1 and identify your school site and exact location. Stay on the phone with Law Enforcement until they arrive. Relay as much information as possible. Who and how many are involved? Specific location of occurrence? Number of wounded? Weapons involved? Any background knowledge of trouble or participants? Administer First Aid treatment to injured individuals when it is safe to do so. If possible, remove students from the area. Anticipate that a LOCK DOWN may be implemented to ensure students safety in the classroom. If students are out of class, direct them out of the danger zone. When appropriate, have them report to their next period class immediately. Do not physically disturb the area where the fight occurred. It is a crime scene. Provide the name of potential witnesses to the Campus Security or Law Enforcement. Attempt to calm students. Contact Campus Security or Law Enforcement with any rumors of potential conflicts or fights. Notify the District Office to request additional security staff.

Hostage Situation: Do not use words such as "hostage," "captives," or "negotiate". Remain calm, No confrontation, No challenges, No heroics. IF A CLASSROOM IS TAKEN HOSTAGE: Obey the suspect's commands. Don't argue or fight. Go into a rest mode. Be passive. Tend to display more restful, sleepy behavior as opposed to being active. Try to calm the suspect and listen to complaints or demands. Once again, do not use words such as "hostage," "captives," or "negotiate". Keep the students calm and don't allow them to agitate the suspect. Ask permission of the suspect in all matters. Try to establish rapport with the suspect. Provide your first name. Find out his/her first name and use first names, including the student's first name, throughout the conversation. If you do not know first names, refer to the hostage(s) as boys, girls, men, women, or students. This will help personalize hostage(s) as people rather than objects. Encourage suspects to release everyone. KEEP ALL RADIOS, TELEVISION SETS, AND COMPUTERS TURNED OFF. If possible and without increasing risk to yourself, minimize any possibility that the suspect can hear or see "NEWS REPORTS." This could escalate the situation and keeping these devices off may help the situation. Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours and the average barricade incident lasts approximately three (3) hours. "TIME IS ON YOUR SIDE." Based on the situation and the age of the suspect, anticipate at the point of rescue that all "possible suspects" in the room will be handcuffed by the police department. The police will then make a positive identification of the suspect and release the victims. Anticipate a LOCK DOWN to protect students and staff members in their classrooms/offices.

Rape: Offer the victim care and first aid until authorities arrive. Protect the crime scene. Avoid destroying any evidence. Do not permit the victim to use the restroom or cleanse any areas of the body until instructed to do so by the law enforcement. Wait with the victim until the site administrator arrives. When possible, provide a same-sex employee to remain with the victim. Identify potential witnesses. If you talk to the victim prior to law enforcement arriving on the scene, restrict the conversation to immediate medical needs. If discussion occurs on the situation, speak only in general terms. DO NOT DISCUSS THE SPECIFICS of the case. It is better in court that the initial specific statements about the crime are recorded by the police department and are not heard second hand with you as the witness. Take steps to protect the victim's identity. Protect the "PRIVACY" and "Rights of Confidentiality" of the student and family. Confer with the site administrator regarding contacting Child Protective Services.

Shooting/ Armed Assailant: At the first indications of shooting, sound of gunfire, loud cracking, popping, banging noises, windows shattering, glass exploding in classrooms, bullets ricocheting: Instruct students to drop to the ground immediately, face down as flat as possible. If you are within 15-20 feet of a safe position, duck and run for cover. Move or crawl away from gunfire, trying to create obstruction between you and the gunfire. **IMPORTANT: KEEP IN MIND THAT MANY OBSTRUCTIONS MAY VISUALLY CONCEAL YOU FROM THE GUNFIRE, BUT THEY MAY NOT BE BULLETPROOF AND WILL NOT PROTECT YOU FROM GUNFIRE.** Try to get behind or inside a building and stay down. When you reach a relatively safe area, stay down and do not move. Do not peek or raise your head. If possible, call the office from a classroom to report the situation. Listen for directions from law enforcement. **IF INSIDE CLASSROOM (WITH ASSAILANT OUTSIDE):** Duck and cover. Keep students inside. Close and lock the outside door to the classroom. Close the blinds, turn off the lights, and stay on the floor. Call the office (if possible) to report the location of the armed assailant. **OFFICE PERSONNEL:** Duck and cover on the floor, making phone calls from this position. Keep students out of danger. Consider if a **LOCK DOWN** should be implemented to contain those students in their classrooms. Call 9-9-1-1. Identify your school site and exact location. As law enforcement are in transit, relay information: Is suspect still on-campus? Where did he/she go? Specific location of occurrence. Number of wounded. Description of all weapon(s), dangerous object(s) and any visible ammunition. **LOOK FOR MULTIPLE WEAPONS AND REPORT ALL WEAPONS.** Any shots fired? Describe the sound and number of shots fired. Keep the P.A. System on to provide instant announcements.

Suicide/Threat: Suicide rarely happens without some warning to someone. Staff and faculty need to take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.

Verbal Suicide Threat: If a student suggests he/she is thinking about committing suicide in the near future: **LISTEN! SHOW YOU CARE! GET HELP!** Trust your feelings that this student may be self-destructive. Do not leave the student alone. Notify Campus Security or Law Enforcement. They will contact the counselor and/or school psychologist. Under no circumstances should an untrained person attempt to assess the severity of suicidal risk. The counselor/psychologist will notify the student's parent, guardian or other emergency contact.

When a Student is Threatening Suicide on Campus and has a Lethal Weapon Available: Stay with the student. Remain calm. Get vital information if possible. Clear other students from the scene. Assure the student that he or she has done the right thing by talking to you. Get the student to talk. Listen! Listen! Listen! Repeat back! Speak in a calm low voice. Make a mental note of what the student says. Monitor the student's behavior constantly. Try to get the student to agree to a verbal "no suicide" contract. ("I will not kill myself before talking to a counselor.") When it is deemed appropriate, the Incident Command Post (ICP) will be set up away from the affected area to provide effective coordination of ongoing response efforts during a critical campus incident. Additionally, an off-site Emergency Operation Center will be set up in conjunction with Local Law Enforcement when deemed appropriate to assist with coordination of response management and resource allocation.

Child Abuse Reporting Procedures

Child Abuse Procedures

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

Authorities to notify are:

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

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

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

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

Southern Kern USD Administrative Regulation 5141.4

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

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

Reporting Procedures

- Initial Telephone Report Call to any police department, sheriff’s department, county probation department if designated by the county to receive such reports, or welfare department. Kern County Sheriff Dispatch - (661) 861-3110. Kern County Sheriff – Mojave Substation– (661) 824 – 7130.

- Forward completed Child Abuse Report form within 36 hours.
- Do not pass on the responsibility to report. However, you can/should consult with your supervisor.
- If you have a reasonable suspicion, you then have a duty to check (reasonable suspicion creates a duty).
- If in doubt, file.
- The burden of proof is not with you. Police, County Probation, Children and Family Services will do the investigation.
- School staff are not liable for defamation if done in the course and scope of your employment.



SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters

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 - NAME AND TITLE					TELEPHONE			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE	
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE		
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME		
	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"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____			
	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		
	VICTIM'S SIBLINGS	NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX
1. _____	2. _____	3. _____	4. _____					
D. INVOLVED PARTIES	VICTIM'S PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	HOME PHONE	BUSINESS PHONE
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE	BUSINESS PHONE
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE	
	OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <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 incident's involving the victim(s) or suspect)							

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 or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.legislature.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (continued)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: **Within 36 hours** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Youth Suicide Prevention Policy

Southern Kern USD Board Policy 5141.52

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

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

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

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

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

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

Overall Strategic Plan for Suicide Prevention

The Superintendent of Designee shall involve school-employed mental health professionals (e.g., mental health therapists, school counselors, school psychologist, social workers, and nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies,

community-based organizations, and other community supports to identify additional resources. [e.g., College Community Services, Mary K Shall Mental Health Center, Antelope Valley Hospital, Antelope Valley Community Health, Children’s Bureau of Lancaster, Children’s Center, Harbor UCLA Psychiatry, Kern County Sheriffs, etc.]

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

Resources:

- The K-12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit for schools can be accessed on the Heard Alliance Website at <http://www.heardalliance.org/>

Prevention:

A. Messaging about Suicide Prevention

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

B. Suicide Prevention Training and Education

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

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and post prevention. All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., mental health therapists, school counselors,

psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training, options to be determined. Core components of the general suicide prevention training shall include:
 - a) Suicide risk factors, warning signs, and protective factors;
 - b) How to talk with a student about thoughts of suicide;
 - c) How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide and an immediate referral for a suicide risk assessment;
 - d) Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - e) Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - f) Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Website at <http://cal-schls.wested.org>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - a) The impact of traumatic stress on emotional and mental health;
 - b) Common misconceptions about suicide;
 - c) School and community suicide prevention resources;
 - d) Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - e) The factors associated with suicide (risk factors, warning signs, protective factors);
 - f) How to identify youth who may be at risk of suicide;
 - g) Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thoughts of suicide and (based on district guidelines) how to respond to such thinking; how

to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;

- h) District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - i) District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior post intervention);
 - j) Responding after a suicide occurs (suicide post intervention)
 - k) Resources regarding youth suicide prevention;
 - l) Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - m) Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - a) Youth affected by suicide;
 - b) Youth with a history of suicide ideation or attempts;
 - c) Youth with disabilities, mental illness, or substance abuse disorders;
 - d) Lesbian, gay, bisexual, transgender, or questioning youth;
 - e) Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - f) Youth who have suffered traumatic experiences;
 - g) Youth living in poverty and hardship

Employee Qualifications and Scope of Services

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

Specialized Staff Training (Assessment)

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

Parent, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the SKUSD suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the SKUSD Webpage and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - a) Suicide risk factors, warning signs, and protective factors;
 - b) How to talk with a student about thoughts of suicide;
 - c) How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any students judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

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

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

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

- d) Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide. Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health and science classes).

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

Intervention, Assessment, Referral

A. Staff

Two SKUSD staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

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

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

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

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.

- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

Parents, Guardians, and Caregivers

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

Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. SKUSD employs licensed mental health therapists who will determine the needs of the student to ensure safety and wellbeing.

Parental Notification and Involvement

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

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

Action Plan for In-School Suicide Attempts

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

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

Action Plan for Out-of-School Suicide Attempts

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

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

Supporting Students after a Mental Health Crisis

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

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;

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

Re-Entry to School after a Suicide Attempt

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

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
 - Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
 - Inform the student's teachers about possible days of absences;
 - Allow accommodations for students to make up work (be understanding that missed assignments may add stress to student);
 - Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
 - Work with parents/guardians/caregivers to involve the student in an aftercare plan.
- Resource:
- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools 9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools%209/)

Responding After a Suicide Death (Postvention)

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

- Suicide Postvention Response Plan shall:
 - a) Identify a staff member to confirm death and cause (school site administrator);
 - b) Identify a staff member to contact the deceased's family (within 24 hours);
 - c) Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - d) Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - a) Notification (if not already conducted) to staff about suicide death;
 - b) Emotional support and resources available to staff;
 - c) Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - d) Share information that is relevant and that which you have permission to disclose.
 - e) Prepare staff to respond to the needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment;
 - f) Talking points for staff to notify students;
 - g) Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - a) Identify what platforms students are using to respond to suicide death
 - b. Identify/train staff and students to monitor social media outlets
- Include long-term suicide post intervention responses:

- a) Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or another significant event) and how these will be addressed
- b) Support siblings, close friends, teachers, and/or students of deceased
- c) Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Threat Assessment

Forms for the Comprehensive School Threat Assessment Guidelines

What is the purpose of these forms?

These forms are used to conduct a threat assessment, as explained in the manual, *Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence*¹, or other training resources.

Do I conduct a threat assessment for all threats?

No. It is not feasible or necessary to conduct a formal assessment for clearly insignificant behavior such as playful bantering or joking. Conduct a threat assessment if there is some reason to be concerned about the behavior. When in doubt about a threat, conduct a threat assessment.

Do I use all of these forms for every threat assessment case?

No. Transient cases are documented with only a few pages (Threat Report, Interview(s), Key Observations, Threat Response), whereas only very serious substantive threats are likely to use all of the forms. In large samples, approximately 75% of cases are transient and fewer than 10% are very serious substantive threats.

Do I complete every section of each form?

No. These forms are intended as guidelines to help you consider the most likely aspects of a case, but you will use your judgment as to what is appropriate for your assessment and intervention.

Who completes the forms?

Threat assessment is a team process and can be documented by any member of the team. A transient threat might be handled by just one team member (preferably in consultation with at least one other team member), whereas a substantive threat will likely engage several team members.

Can I modify these forms?

Yes, within reasonable limits that do not significantly alter the CSTAG process. Be sure that changes are approved by your school system. Some school systems will modify the terminology (e.g., 'safety screening' versus "mental health assessment") or make other adjustments. For example, some schools systems add a place to document who carries out each step of the assessment or add a form to track changes when a student receives ongoing services. Schools can use online versions of these forms, too.

If a threat is resolved, do I change the threat classification to "no threat"?

No. The threat classification reflects your initial assessment and guides your next steps, regardless of how the threat is resolved. Occasionally, the threat classification might change if you find, for example, that a transient case is more serious than you thought and should be changed to a substantive threat. The resolution of a threat should be recorded in the Case Plan section.

Should I document transient threats?

Yes. If a student later carries out a threat that was previously judged to be transient, you will want documentation to show that you made a defensible effort to assess the threat. If a student makes multiple threats, documentation will provide a useful perspective.

Where should I file these forms?

Follow the guidance of your school system to determine where you file records. Some school systems choose to file some or all of the threat assessment forms in the student's educational record and others choose to file some or all of the forms outside of the educational record. Any information placed in the student's educational record is subject to FERPA restrictions.

¹ The manual is available from School Threat Assessment Consultants LLC at <https://www.schoolta.com/manual> and from Amazon.com.

THREAT ASSESSMENT AND RESPONSE PROTOCOL®

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No →

Not a threat. Might be an expression of anger that merits attention.

Yes ↓

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes →

Case resolved as transient; add services as needed.

No ↓

Step 3. Respond to a substantive threat.

For all substantive threats:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious →

Case resolved as serious substantive threat; add services as needed.

Very Serious ↓

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

↓

Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

*This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

THREAT REPORT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.

The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.

Name of person reporting threat: _____ Date/time threat reported: _____

Affiliation of person reporting threat: Student Parent Staff Other: _____

Name of person receiving the report: _____

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat: _____ Date/time threat made: _____

Affiliation of person making threat: Student Parent Staff Other: _____ Status: Current Former

Identification: Male Female Age: Grade, if student: School program, if student: _____

Emergency Contact: _____ Relationship: _____

Home Address: _____ Phone: _____

Location threat occurred: School Building or Grounds School Bus/Other Travel School-Sponsored Activity

Digital communication such as text or post Other: _____

Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?

ASSESSMENT FINDINGS (All sources are not needed in most cases.)

Sources of Information	Was information reviewed?	Relevant Findings (use additional pages as needed)
Prior threats	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Prior discipline incidents	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Academic records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Special education records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Other records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from other schools	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from outside agencies (e.g., social services or mental health)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	

INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		Location, Date of Interview

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did you say? And what exactly did you do?

3. What did you mean when you said or did that?

4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target (person who was target of threat) or **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		ID #	
Affiliation	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:	Status	<input type="checkbox"/> Current <input type="checkbox"/> Former Grade (if student):
School		Building/ Program	
Emergency Contact		Relation	
Home Address		Phone	
Person(s) Conducting Interview		Location, Date of Interview	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)
2. What exactly did (subject) say? And what exactly did (subject) do?
3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)
4. How do you feel about what (subject) said or did?
5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)
6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS		
These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.		
Threat is likely to be less serious:		
1. Subject admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Other relevant observations:		

THREAT CLASSIFICATION				
Date of initial classification:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Date of change in classification, if any:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION		
This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.		
1. History of physical violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. History of criminal acts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. History of intense anger or resentment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Has grievance or feels treated unfairly.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
7. Feels abused, harassed, or bullied.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Has been seriously depressed.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Experienced serious stressful events or conditions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Substance abuse history.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Prescribed psychotropic medication.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Lacks supportive family.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Lacks positive relationships with peers.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
19. Other factors that suggest need for intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

<input type="checkbox"/>	1. Increased contact/monitoring of subject	
<input type="checkbox"/>	2. Reprimand or warning	
<input type="checkbox"/>	3. Parent conference	
<input type="checkbox"/>	4. Student apology	
<input type="checkbox"/>	5. Contacted target of threat, including parent if target is a minor	
<input type="checkbox"/>	6. Counseling (note number of meetings)	
<input type="checkbox"/>	7. Conflict mediation	
<input type="checkbox"/>	8. Schedule change	
<input type="checkbox"/>	9. Transportation change	
<input type="checkbox"/>	10. Mental health assessment	
<input type="checkbox"/>	11. Mental health services in school	
<input type="checkbox"/>	12. Mental health services outside school	
<input type="checkbox"/>	13. Assess need for special education services	
<input type="checkbox"/>	14. Review of Individualized Education Program (IEP) for students already receiving services	
<input type="checkbox"/>	15. 504 plan or modification of 504 plan.	
<input type="checkbox"/>	16. Behavior Support Plan created or modified	
<input type="checkbox"/>	17. In-school time out or suspension	
<input type="checkbox"/>	18. Out-of-school suspension (number days)	
<input type="checkbox"/>	19. Referral for expulsion	
<input type="checkbox"/>	20. Other disciplinary action	
<input type="checkbox"/>	21. Change in school placement (e.g., transfer, homebound instruction)	
<input type="checkbox"/>	22. Services for other persons affected by threat	
<input type="checkbox"/>	23. Law enforcement consulted	
<input type="checkbox"/>	24. Legal actions (e.g., arrest, detentions, charges)	
<input type="checkbox"/>	25. Other actions	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan	Date
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Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.

Follow-up or Revision of Plan	Date
--------------------------------------	-------------

Describe current status of plan and any revisions. List persons responsible for each component of revised plan.

MENTAL HEALTH ASSESSMENT

Comprehensive School Threat Assessment Guidelines⁶

A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives:

1. *Treatment and referral needs.* Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. *Threat reduction.* Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

Subject Interview (Person who made threat or engaged in threatening behavior)

Subject Name		See records and additional information obtained by threat assessment team to supplement this assessment.
Person(s) Conducting Interview		Location, Date of Interview

Usually the interview can begin by asking "Do you know why I want to talk to you?" and after the subject has responded, "Let me explain the purpose of our meeting today." Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

Review of Threat

1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that?
2. I know you must have had reasons to say (or do) that; can you explain what led up to it?
3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from?
4. What could happen that would make you want to do it? (carry out the threat)
5. What would happen if you did do it? (review both effects on intended victims and consequences for student)
6. What do you think the school should do in a situation in which a person makes a threat like this?
7. What were you feeling then? How do you feel now?
8. How do you think (the person threatened) felt?

Relationship with Intended Victim(s)

1. How long have you known this person?
2. What has happened in the past between you and this person?
3. What do you think this person deserves?
4. Do you see any way that things could be improved between you and this person?

Family Support

1. Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?
2. Whom in your home are you close to?
3. How well do your parents/guardians know you?
4. Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?
5. How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst time?
6. How will your parents/guardians react (or how did they react) when they found out about this situation?

Stress and Trauma

1. What kinds of things have been going on with you lately? What sorts of things have you worried about?
2. How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?
3. What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?
4. Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?
5. Do you have any family members in jail or prison?
6. Do you take any medication?
7. Have you been involved in any counseling?

Mood

1. What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk. If there are indications of suicidal thoughts or feelings, there should be a more extensive evaluation of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.)

2. Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?

3. Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?

4. Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?

5. Have you had any problems with your sleep? Appetite? Energy level? Concentration?

6. Have you been taking any medication to help with your mood or for any other reason?

Psychotic Symptoms

Ask a few probe questions and follow up if there is any indication of delusions or hallucinations. Phrase questions appropriate to student's age and understanding.

1. Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?

2. Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?

3. Do you have any abilities or powers that others do not have, such as ESP or reading minds?

4. Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Note and inquire about any other symptoms of mental disorder.

Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?
2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)
3. Have you ever had to use a knife with someone? What happened?
4. What do you think would happen if you did use a knife with (name of victim)?

Access to Firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?
2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?
3. If you wanted a gun, how would you get one?
4. What do you think you might do if you had a gun?
5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive Behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?
2. When you get angry, what do you do? Has your temper ever gotten you into trouble?
3. Do you get into fights? When was the last time? What happened?
4. Have you ever threatened to harm anyone before?
5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?
6. Have you ever set fire to things?
7. Have you damaged your own property or someone else's property?
8. Have you ever intentionally hurt an animal?

School Discipline

1. When was the last time you got into trouble in school? What happened?

2. Have you ever been suspended or expelled?

3. Have your parents ever been called to school because of your behavior?

4. Do you ever cut school or certain classes?

5. Do you feel that the rules at this school are fair? What has been unfair?

Delinquent Behavior

1. Have you been in trouble with the law or with police before? What happened?

2. Have you ever gone to juvenile court? What was it about?

3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?

4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.

5. Do you smoke marijuana? Have you ever? How often? When was the last time?

6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to Violence

1. Do you see or hear of violence in your neighborhood?

2. Do you know anyone who was shot, stabbed, or beat up real bad?

3. Do people argue much at home? Does anyone get physically aggressive?

4. What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

5. Ask the student about his/her reactions to any recent acts of violence or to any highly publicized school shootings.

Bullying

Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term "bully," and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)

2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Peer Relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?

2. How would your friends describe you?

3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?

4. Do you have friends who get in trouble?

5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?

6. Do any of your friends know about (refer to threat situation)? What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?

2. What kinds of things do you do well?

3. What are your hobbies and interests? What do you enjoy doing?

4. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

5. What are your plans for the future? What would you like to do when you finish school?

6. What could we do that would help with (refer to the problem that led to the threat)?

Parent/Guardian Interview

Parent Name		Relationship to Student
Person(s) Conducting Interview		Location, Date of Interview
<p>Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child’s behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent’s child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.</p> <p>Parent Knowledge of the Threat</p> <ol style="list-style-type: none"> 1. What do you (the parent) know about the threat? 2. Have you heard your child (or use child’s name) talk about things like this before? 3. Are you familiar with (the intended victim)? (Ask about the child’s history with the intended victim—previous relationship and interactions.) 4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.) 5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student’s needs are addressed?) <p>School Adjustment</p> <ol style="list-style-type: none"> 1. Has your child ever been suspended or expelled from school? 2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome? 3. Has your child ever needed special help in school? Ever been retained? 4. Has your child ever been tested in school? 5. How does your child like school? 6. How often does your child do homework? 7. What are your child’s teachers like? 		

Family Relationships and Current Stressors

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:

Move, divorce/separation, losses

Financial status, employment changes for parents

Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises? What time is your child supposed to be home at night?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

Peer Relations and Bullying

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

Delinquent Behavior

1. Has your child been in trouble with the law or with police before? What happened?
2. Has your child ever gone to juvenile court? What was it about?
3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?
4. Does your child drink beer, wine, or other alcohol?
5. Does your child smoke marijuana?
6. Has your child used any other drugs?

History of Aggression

1. How does your child handle frustration?
2. When your child gets angry, what does he/she do?
3. Has your child gotten into fights in the past? When, where, with whom?
4. Has your child's temper ever gotten him/her into trouble?
5. Has your child ever hit you or other family members?
6. Has your child destroyed his or her own things, or someone else's property?
7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Access to Weapons

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?
2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?
3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?
4. What can you do to restrict your child's access to weapons?

Exposure to Violence

1. Has your child ever been a victim of abuse?
2. Is your child exposed to violence in the neighborhood?
3. Do people argue much at home? Has there been any physical aggression at home?
4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

History

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?
2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?
3. Has your child ever been hospitalized? Had any serious illnesses?
4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Mental Health

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?
2. What has your child's mood been like the past few weeks?
3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?
4. Has your child had problems with sleep? Appetite? Energy level? Concentration?
5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?
6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?
7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?
8. Has your child had any involvement with other agencies/programs in the community?

Teacher/Staff Interview

Name of Person Interviewed		Relationship to Student	
Person(s) Conducting Interview		Location, Date of Interview	
<p>Academics</p> <ol style="list-style-type: none"> 1. How is this student doing academically? Has there been any change in recent weeks? 2. What are this student's verbal skills? How well can he or she express himself/herself in words? 3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability. <p>Teacher Knowledge of the Threat</p> <ol style="list-style-type: none"> 1. What do you know about the threat? 2. Have you heard this student talk about things like this before? 3. What have other students told you about this incident? 4. Is there another teacher or staff member who might know something about this? <p>Student's Peer Relations</p> <ol style="list-style-type: none"> 1. How well does this student get along with other students? 2. Who are the student's friends? 3. Are there students who do not get along with this student? 4. Have there been other conflicts or difficulties with peers? 5. Has this student ever complained of being bullied, teased, or treated unfairly by others? 			

Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?
2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?
3. Has this student shown an increase in irritability or seemed short-tempered?

Discipline

1. What kinds of discipline problems have you experienced with this student?
2. How does this student respond to being corrected by an adult?
3. What are the student's emotional responses to being disciplined?

Aggression

1. How does this student express anger?
2. Does this student seem to hold a grudge? Seem resentful?
3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Parents

1. Have you had any contact with this student's parents? What happened?

Mental Health Assessment Report Template

Identifying Information

Give the student's name, gender, age, grade, school, and other relevant identifying information.

Reason for Referral

State that this evaluation was requested by the school principal because the student made a threat of violence that was judged to be a very serious, substantive threat. Describe the threat, including the exact statement or threatening behavior, and where and when it took place.

Sources of Information

Describe or list the sources of information used in this report, including information from team interviews with the student, witnesses, and parents, as well as any relevant records or psychological tests.

Major Findings

Describe how the child presented and any important aspects of his or her mental state, including any indications or markers of mental disorder requiring further evaluation or referral. Identify any stresses, conflicts, or unmet needs that affect the child's functioning or bear on the threat incident.

Review the child's understanding of the threat and its meaning from his or her perspective. Note whether the child has a history of violent or aggressive behavior, and any findings from the assessment that raise concerns about the child's potential for violence, such as access to firearms, peer encouragement to fight, drug use, or inadequate home supervision.

Conclusions

In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.

Recommendations may include a wide range of strategies, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat.

There are two basic types of recommendations. First are recommendations for school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.

BEHAVIOR INTERVENTION PLAN

For behavior interfering with the student's learning or the learning of others
Confidential - For Teacher/Staff Use Only
See: www.pent.ca.gov for downloadable forms

This BIP attaches to: IEP Date: 504 Plan Date: Team Meeting Date:
 School Safety plan/Threat Assessment form Date:

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is *(describe what it looks like)*
2. It impedes learning of self or others because
3. The need for a Behavior Intervention Plan early stage intervention moderate serious extreme
4. Frequency or intensity or duration of behavior
 reported by _____ and/or observed by _____

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior? *(Situations in which the behavior is likely to occur: people, time, place, subject, etc.)*
6. What supports the student using the problem behavior? *(What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)*

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish?

Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: *(Function of behavior in terms of obtaining, protesting, or avoiding something)*

Support an alternative behavior that meets same need

9. What team believes the student should do instead of the problem behavior? *(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)*
10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom?

How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom?

How frequent?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

The above behavioral goal(s) are to: Reduce frequency of problem behavior Increase use of replacement behavior
 Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described: Yes No

Are environmental supports/changes necessary? Yes No

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? Yes No

Are both teaching of new alternative behavior AND reinforcement needed? Yes No

This BSP to be coordinated with other agency's service plans? Yes No

Person responsible for contact between agencies

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between?

Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

Student:

Parent/Guardian:

Educator and Title:

Educator and Title:

Educator and Title:

Administrator:

Administrator:

Other:

Other:

Emergency/Disaster Response Procedures

All Emergency/Disaster Response Procedures are followed during the regular school day, as well as any afterschool activities. During the after school activities staff report incidents to the Athletic Director or Administrator on campus.

Earthquake

DROP, COVER and HOLD ON

What to do during an Earthquake:

- Protect yourself in the safest place possible without having to move far, no matter your limitations, you need to protect yourself as best as possible. The more limitations you have the more important it is to create safe spaces for yourself.
- Do not try to get out of the building during an earthquake! Most people are injured by other people or falling debris as they try to exit buildings during the shaking.
- **DROP** under a piece of furniture (desk or table) or against an inside wall. (Before the earthquake knocks you down)
- **COVER** under a desk or table if possible and protect your head and neck with one arm/hand.
- **HOLD ON** to a desk or furniture leg to keep it from shifting or uncovering you until the shaking completely stops.

DROP, COVER and HOLD ON tips for people with special needs:

- If you have difficulty getting safely to the floor on your own during the shaking. Stay as low as possible; protect your head and neck, moving away from windows or other items that can fall on you.
- If in a recliner or bed, do not try to move during the shaking. Stay where you are until the shaking stops.
- If in a wheelchair, lock your wheels and remain seated until the shaking stops.
- Always protect your head and neck with your arms, a pillow, a book or whatever is available.

Once the shaking stops:

- Check yourself for injury and stay close to and aware of the safe spaces in your environment.
- Be prepared for aftershocks.
- Look around for hazards (broken glass, objects in your way and fallen wires, etc.)
- Evacuate only if necessary, otherwise stay where you are and shelter in place.
 - If told to evacuate, follow directions immediately.

Fire & Explosion

Upon discovering a fire, explosion, or smoke in the building, activate the fire alarm system by pulling the nearest fire alarm box. Alert people in the immediate area of the fire/explosion and evacuate the area.

- Call 8-911 and be prepared to give:
- School name and address

- Location of fire (room or building)
- Description of fire/explosion
- Do not use elevators during a fire emergency.

When the fire alarm sounds, complete evacuation is required. Walk, do not run, to the nearest identified exit and proceed out of the building. If an identified stairway contains smoke or fumes, use an alternate exit. Close doors and windows as you leave, if possible. The alarm may not sound continuously. If the alarm stops, continue the evacuation and warn others who may attempt to enter the building after the alarm stops. Never re-enter the building without notification from The Principal, Administration, Emergency Services or Security.

Leave the building and move away from it, leaving entryway, roadways, and walks open for arriving fire equipment. If smoke is in the immediate vicinity, instruct students and staff to “Stay low and exit, crawling to avoid breathing fumes. Do not return to the building until directed to do so by emergency personnel. All persons should move a safe distance from the building. If you cannot move far enough away from the building on your own, request assistance from emergency personnel. The injured should be treated as much as possible while awaiting Police or Fire. Maintain control of students and take roll. If you have been trained and it is safe to do so, you may attempt to extinguish a fire with a portable fire extinguisher. If you have not been trained, you must evacuate to a safe location.

Security will assist emergency personnel. Building staff will be needed to allow emergency personnel access to affected areas and should make themselves available upon arrival of the fire department. Everyone must follow the orders of the emergency personnel when they arrive.

Notify emergency personnel on the scene if you suspect someone may be trapped inside the building.

Lockdown

Keep in mind that there are times when a decision to evacuate may actually put students and staff at increased risk. If the situation dictates that it is best for students to remain locked down in their classrooms, the announcement LOCKDOWN will be called over the PA system, and an immediate lockdown will occur.

The Principal’s secretary/Data Tech will notify the District Office. The Data Tech operator will notify authorities for emergency response.

During classes

Teachers: Lock doors, turn off lights, and move all students away from windows. All students will remain in class until instructed to leave by law enforcement or administration. Call (ext. 555) or email the data technician (Lisa Kemper) with any information regarding the shooter. Make sure to include a description of the shooter, type of weapon, and location.

Security will go to their assigned areas and report status. They will also get all students found out of class to the nearest classroom and assign them to the teacher. Security will notify the office of the location of these students when secured.

AP and Vice Principals will assist security in securing all students and will report to areas as assigned by the principal or law enforcement.

The Principal will control the command post and assign personnel.

Further instructions will be provided to staff via email and PA announcements after the LOCKDOWN declaration.

When students are not in class

Teachers will assist in getting students to the nearest classroom, office or building. Admit students and move them away from the windows. Lock the classroom door and close the door when all students are inside or when, in your judgment, the safety of the students already in the classroom requires door closure. All students will remain in class until instructed to leave by law enforcement or administration. Call (ext. 555) or email the data technician (Lisa Kemper) with any information regarding the shooter. Make sure to include a description of the shooter, type of weapon, and location.

Security will assist in getting students to the nearest classroom, office or building. Security will then report to assigned areas. AP and Vice Principals will assist security in securing all students and will report to areas as assigned by the principal or law enforcement. The Principal will control the command post and assign personnel.

Further instructions will be provided to staff via email and PA announcements after the LOCKDOWN declaration. *
WHEN SHOTS ARE HEARD, DROP AND BEGIN MOVING TO NEAREST CLASSROOM, OFFICE OR BUILDING!!!!

Active Shooter/ Assailant

Principal, Assistant Principal, or designated Administrator will announce a LOCK DOWN on the P.A.

Principals' Secretary: Notify the District Office

Switchboard Operator: Notify authorities for emergency response

During Classes-

Teachers: Lock doors and move all students away from windows. All students will remain in class until instructed to leave by Law Enforcement or Administration. Call Ext.555 or email the data technician with any information regarding the shooter. Make sure to include a description of the shooter, type of weapon, and location.

Security: Report to assigned areas and report status. Move all students found out of class to the nearest classroom and assign them to the teacher. Security will notify the office of the location of these students when secured.

AP and Vice Principals: Assist security in securing all students; report to areas as assigned by the Principal or Law Enforcement.

Principal: will control the command post and assign personnel.

Further instructions will be provided to staff over the P.A. system or by security personnel after the LOCKDOWN declaration.

If shots are heard: Drop, find cover, and do not move. Begin moving to the nearest classroom, office, building or safe area only when you deem it to be safe to do so.

Hostage Situation

A hostage situation is any situation in which a person or persons are forced to stay in one location by one or more individuals. Weapons are usually in the possession of the hostage taker(s) and hostages are threatened with some degree of bodily harm should they not comply with the directives of the hostage taker(s). Certain demands are usually made of outside officials in return for the release of the hostages.

All hostage situations are dangerous events.

- **Principal:** The principal or designated individual will assume command of the situation until the arrival of the Los Angeles County Sheriff Department. The principal or designee should also ensure the Kern County Sheriff's office is notified (661-861-3110). Campus Supervisors should work closely with the principal/administrative head/designee to ensure that this plan of action is safely achieved. School radios should be utilized when it is established that the hostage taker does not have one. If he does, radios should not be used.
- **Lockdown:** Appropriate actions should be taken to isolate the hostage taker and the victims that may be under his control. It is important that no additional individuals be exposed to the hostage taker.
- **Evacuation:** If the situation is contained, immediately evacuate the rest of the building and ensure that egress of students and personnel is done in a manner that they do not go near the area controlled by the hostage taker. All individuals should proceed to a designated evacuation location directed by The Sheriff Department, Campus Supervisors or Administration.

Re-entry: Ensure that no individuals enter or re-enter the building.

Contact 911: Immediately have a staff member contact 911 and give all available information to the dispatcher who will relay the information. Ensure that the caller remains on the line with the 911 dispatcher until The Sheriff Department actually arrives at the scene. This will ensure that accurate, detailed information is relayed to responding officers and school officials can respond to requests of the police department.

Media: The Principal will handle all press matters as well as the dissemination of information to students and parents at the scene.

Bomb Threat

All bomb threats must be taken seriously and carefully analyzed. The bomb report should be treated as genuine until investigated and until a search of the school has been completed. Begin your decision-making process by gathering as much information about the bomb report as possible.

When bomb threat calls are received the phone call recipient should:

- Keep the caller on the phone as long as possible and do not hang up
- Write down the caller ID number and the exact time of the call
- If a student is answering the phones, have an adult take the call if time permits
- Signal someone to alert the building administrator or designee
- Write down everything the caller said, use the bomb threat call sheet
- Make an educated guess as to the caller's sex, age, race, and accent.
- Identify any background noises
- Even after the caller hangs up, keep the phone off the hook so the police can trace the call
- Discuss this matter only with administrators to ensure that misinformation does not cause panic.

School administrators are faced with at least five possible alternatives:

1. Conduct a low-profile search of the exterior grounds and public areas of the building;
2. Conduct a comprehensive search having all staff search their work area, in addition to the grounds and public areas so the entire building is covered;
3. Search with partial evacuation;
4. Evacuate after searching; or
5. Evacuate immediately.

Searches:

- Start on the outside of the school and work inward
- When inside, start at the bottom and work up
- Search personnel always work toward each other
- Listen for background noises
- Consider not using hand held radios

Evacuating:

- Clear pre-designated evacuation areas
- Evacuate immediately after clearing egress routes and assembly areas.
- Have school personnel keep students and staff calm.

Suicide Threat

Definition – A suicide threat is a verbal or non-verbal communication that the individual intends to harm him/herself with the intention to die but has not acted on the behavior.

- The staff member who learns of the threat will locate the individual and arrange for or provide constant adult supervision.
- The above-mentioned staff member will immediately inform the principal/designee.
- The principal/designee will involve student services/counseling staff, school nurse practitioner or other trained mental health professional in their absence.
- The appropriate staff or approved agency provider will determine risk and intervention needed by interviewing the student, and gathering appropriate supportive documentation from teachers or others who witnessed the threat.

The principal/designee will:

- Contact the parent/guardian, apprise them of the situation and make recommendations. Most often it is the person conducting the interview who contacts the parent/guardian.
- Put all recommendations in writing to the parent/guardian. [Depending on District policy this may be through certified mail, email delivery confirmation, a parent/signature “sign off” of recommendations sent home to be returned the next day or other approved communication procedure.]
- Mail the recommendation through certified mail if there is any question or doubt of the parent/guardian receiving the recommendations.
- Maintain a file copy of the letter in a secure and appropriate location.
- If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.

Note: If a threat is made during an after-school program, and no school Administration are available, call 1-800-SUICIDE. Inform the principal of the incident and actions taken.

Fallen Aircraft

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

- I. If an aircraft falls near the school, the following will be accomplished:
 - a. The Principal will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the Principal.
 - b. All students and staff will be kept at a safe distance, allowing for possible explosion.

- c. If possible, the Principal will determine whether the aircraft is military, commercial, or a private plane.
- d. Notify the (local) Kern County Fire Department.
 - i. The telephone number is 256-2401
- e. Notify the (local) Kern county Sheriff's office.
 - i. Call 9-1-1
- f. Notify Superintendent or Assistant Superintendent
 - i. 256-5000 ext. 1113 or 1138

Chemical Release

Inside the Classroom

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

Outside the classroom and localized:

- Principal/designee will direct staff to remove students from the affected area and proceed upwind of the area.
- If necessary, evacuate buildings upwind of the affected area.
- Securities/utilities team will isolate and restrict the affected area.
- Notify the Superintendent's office.

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 students and staff should leave the school grounds.
- If appropriate, act to evacuate the building, and If necessary, the area.
- Move crosswind – never up, or downwind – to avoid fumes.
- With the school staff, maintain control of the students at a safe distance.
- Render first aid if necessary.
- Notify the Fire Department – 661-256-2401
- Notify Kern County Sheriff – 9-1-1
- Take Roll
- Notify Principal, Assistant Principal, Assistant Superintendent, Superintendent, or other appropriate school official.

- The Principal will direct other actions as required.
- Students and staff should not return to school 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 school principal or 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 students in the classroom and the fire bell evacuates them to the football field.
- Evacuation will be cross wind – never up or downwind. If the wind is north or south evacuation will be on the 30th street If wind is east or west, evacuation will be on Felsite Ave.
- In all cases except for extreme emergency evacuation will be by school bus. With the advice of the Kern County Sheriff, or other authority, we will evacuate on foot and always crosswind.
- Emergency information on evacuation and relocation will be given to the following radio stations:

KAVL 610 AM	KMIX 106.3 FM
KUTY 1470 AM	KTPI 97.7 FM
- Children will be released only to parents or guardians at the relocation area unless acceptable provisions are made to release them to someone else.
- The school principal or designee will make the decision as to when it is safe to return to the school.

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.
- Notify the Superintendent's office.
- In the event of evacuations, teachers bring their roll sheet and take attendance in the assembly area.
- Notify school administration of any missing students.

“Hold in Place”

Hold is called when the hallways need to be kept clear even during class changes







- Students:
 - Remain in classroom
 - Business continues as usual
- Teachers:
 - Recover students from hallway
 - Close and lock classroom doors
 - Take roll, accounting for all students

Evacuation Map

COVID Protocol

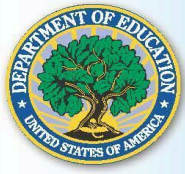
Link to the COVID-19 Prevention Procedures (CPP) for Southern Kern Unified School District (Updated 1/29/2025):

<https://resources.finalsite.net/images/v1738863653/skusdk12caus/e0xhasgveomjuwkuj8so/COVIDPreventionProcedure1292025.pdf>

 <p style="text-align: center;">MASKS</p>	<p>MASK REQUIREMENT: Ga. Department of Public Health (DPH) and the Center for Disease Control (CDC) continue to recommend universal indoor masking especially for unvaccinated individuals. The CDC recently made a contact exception that states if a student is at school and they were wearing their mask consistently and correctly; then they do not have to be quarantined from school, provided they remain asymptomatic (free of COVID symptoms). School will continue to practice social distancing when possible.</p>
	<p>SOCIAL DISTANCING: The CDC has also revised guidance and stated based on their research, that 3 feet of social distancing is adequate in the classroom when other prevention policies like universal masking are in place. The CDC recently made a contact exception that states if a student is at school and they were wearing their mask consistently and correctly; then they do not have to be quarantined from school, provided they remain asymptomatic (free of COVID symptoms).</p>
	<p>ATHLETICS AND EXTRACURRICULARS: Athletics will continue to follow GHSA recommendations and DPH, CDC, and GaDOE guidelines. Extracurricular clubs will follow CDC, DPH, and GaDOE guidelines. Students will be expected to wear masks when indoors participating in club events if social distancing is not possible.</p>
	<p>If IMMEDIATE FAMILY MEMBERS are COVID positive, then children that live in the house with the COVID positive family member (parent, sibling, relative) should quarantine for 10 days without a COVID test or for 7 days if they have a negative COVID test. Students must wait until day 5 of quarantine to test and must provide COVID test results to the school nurse. Students should not come to school if they are exhibiting any COVID symptoms.</p>
	<p>HOME INSTRUCTION: If a student is at home sick, we understand he/she may not feel like doing schoolwork, but the student should resume schoolwork as soon as possible.</p> <p>If a student is quarantined at home and feels fine, he/she should complete all required schoolwork as if he/she were at school. Classwork and homework should be completed and turned in within three days of returning to school.</p>
	<p>SCHOOL NURSES will serve as contacts for all COVID-related reporting. It is VERY IMPORTANT that parents inform us any time a student or student's family member tests positive for COVID-19. Students and staff that have COVID symptoms, have been exposed to a COVID positive member of their household for 15 minutes or more, or have a positive COVID test result should remain at home and follow DPH and CDC guidelines. Call our nurses at 229-365-7858 ext. 6 with questions or concerns.</p>

(Revised 7/01/2023)

Opioid Crisis Information



Combating the Opioid Crisis: Schools, Students and Families

In October 2017, President Donald J. Trump declared the opioid crisis a national public health emergency. The U.S. Department of Education (the Department) is joining other federal agencies in combating the opioid crisis that is killing Americans at unprecedented rates and plaguing families and communities. While the causes of opioid misuse are complex and determined by multiple factors, the goals of prevention and recovery focus on reducing risk and promoting factors that increase resiliency against use. Schools play an important role in reaching these goals.

The Department is taking a two-pronged approach to addressing the opioid crisis: 1) helping to educate students, families and educators about the dangers of opioid misuse and about ways to prevent and overcome opioid addiction; and 2) supporting state and local education agencies' efforts to prevent and reduce opioid misuse.



What are opioids, how are they having an impact and what is the federal government doing?

- Opioids are natural or synthetic chemicals that reduce feelings of pain.
- Opioids are a class of drugs that include pain relievers available legally by prescription such as oxycodone, hydrocodone (Vicodin), codeine and morphine, as well as heroin and synthetic opioids such as fentanyl.
- Anyone who takes prescription opioids can become addicted to them or develop tolerance of physical dependence.
- In 2016, more Americans died due to opioid overdoses than car crashes. From cities and suburbs to rural America, opioid addiction and overdose is "the crisis next door."

Resources

- Watch this [recorded webinar](#) to learn more about how the opioid crisis affects students and families, and the policies and practices that can help address the crisis in schools.
- [Opioids.gov](#) illustrates the magnitude of the opioid crisis and actions the Trump administration is taking to address it.
- Data on youth drug use is available at the [National Institute on Drug Abuse's Opioid page](#).
- [Centers for Disease Control's \(CDC\) Opioid Overdose page](#) provides comprehensive information about opioids and their risks, as well as information about how to protect against opioid misuse, addiction and overdose.



What is the role of schools?

- School leaders, teachers and staff can create safe environments and positive cultures for students.
- They can educate students, each other and families about the dangers of drug use and about how to prevent opioid misuse and addiction.
- Many evidence-based prevention programs can be delivered in a school setting.
- Schools can help to mitigate risk factors that can make students vulnerable to engaging in dangerous behavior.
- They can also boost protective factors and increase student engagement.
- Schools can be prepared if an opioid overdose occurs on school grounds.
- Schools and school districts can support students in recovery and students whose family members are suffering from addiction.

Resources

- **Operation Prevention** educates students about the impact of opioids and encourages conversations in the home and classroom.
- **Drugs, Brains, and Behavior: The Science of Addiction** discusses why adolescence is a critical time for preventing drug addiction.
- Get a **free opioid overdose prevention tool kit**.
- Find information about **recovery high schools**, which support optimum performance and empower access to student recovery.
- The U.S. Department of Health and Human Services provides an **evidence-based practices resource center**.



What should students know and do?

- The social behavior of students affects the success of schools as learning environments.
- Risk-related behaviors are a barrier to academic gains and healthy lifestyles.
- Students should know about the dangers of opioid misuse and illicit drug use.
- They should be supported in developing decision-making skills and an understanding about ways to resist pressure to experiment with and misuse drugs.
- They should know when and where to seek help either for their own opioid use disorders or addiction issues, or for dealing with issues arising from misuse, addiction and overdose by friends or family members.

Resources

- Learn how drug use **affects the brains of teens**.
- Students can **get the facts about drugs**.
- Confidentially and anonymously **find information on treatment facilities** in the United States and U.S territories for substance misuse, addiction or mental health support.
- **Share your story** about how you overcame addiction, volunteered at a recovery center or worked as a family to help a loved one through recovery.



How can parents and guardians of students help?

- Educated and empowered parents and guardians are the first line of defense in preventing opioid misuse and illicit drug use by students.
- The Department of Education partnered with the federal Drug Enforcement Administration (DEA) to release a new version of the popular publication *Growing Up Drug Free: A Parent's Guide to Prevention*. It provides an overview of opioid misuse as a student issue and profiles of youths who have died from overdoses and those who are actively engaged in preventing drug misuse in their schools and communities. It also contains numerous resources of interest to parents, students and educators.
- Schools and school districts can support students in recovery and students whose family members are suffering from addiction.

Resources

- [Get Smart About Drugs](#) is a DEA resource for parents, educators and caregivers.
- Parents and educators, [learn how to talk with kids](#) about the impact of drug use on health.
- Find useful information about [substance abuse prevention](#) at [youth.gov](#).



Does the Department have funding and other assistance available to help schools address the opioid crisis?

- The Department has a long history of promoting substance misuse prevention in schools through programs, products and targeted technical assistance.
- The Department's Office of Safe and Healthy Students administers grant programs and other technical assistance centers that can help state and local education agencies and schools address opioid misuse prevention, promote school safety and create supportive school climates.

Resources

- The [Office of Safe and Healthy Students](#) is committed to serving states and school communities by providing resources, direct support and technical assistance on topics that affect the well-being, health and safety of our nation's young people.

Note: The online version of this document contains hypertext links to additional information and resources. If you are reviewing hard copy, please visit www.opioids.gov for access to this additional information. This webpage contains resources that are provided for the user's convenience. The inclusion of these materials is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject-matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness or completeness of any outside information included in these materials.

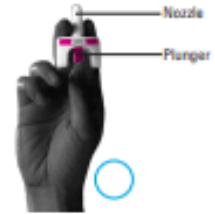
NARCAN[®]

Naloxone HCl Nasal Spray 4 mg

Emergency Treatment of Opioid Overdose

Important:

- For use in the nose only
- Do not test nasal spray device before use
- 1 nasal spray device contains 1 dose of medicine
- Each device sprays 1 time only



① CHECK

Step 1: CHECK if you suspect an overdose:

- **CHECK** for a suspected overdose: the person will not wake up or is very sleepy or not breathing well
 - yell "Wake up!"
 - shake the person gently
 - if the person is not awake, go to Step 2

**Unfold for
Directions**



② GIVE

Step 2: Give 1st dose in the nose

- **HOLD** the nasal spray device with your thumb on the bottom of the plunger
- **INSERT** the nozzle into either NOSTRIL
- **PRESS** the plunger firmly to give the 1st dose
- 1 nasal spray device contains 1 dose

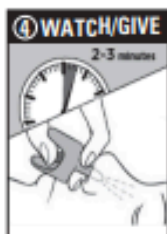
**Unfold for
Directions**



③ CALL

Step 3: Call 911

- **CALL 911** immediately after giving the 1st dose



④ WATCH/GIVE

Step 4: WATCH & GIVE

- **WAIT** 2-3 minutes after the 1st dose to give the medicine time to work
- if the person wakes up: Go to Step 5
- if the person does not wake up:
 - **CONTINUE TO GIVE** doses every 2-3 minutes until the person wakes up
 - it is safe to keep giving doses



⑤ STAY

Step 5: STAY

- **STAY** until ambulance arrives: even if the person wakes up
- **GIVE** another dose if the person becomes very sleepy again
- You may need to give all the doses in the pack

EMERGENT[®]

For opioid emergencies, call 911. For questions on NARCAN, call 1-844-4NARCAN (1-844-462-7226) or go to



School Crime Assessment Data

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.61	8.87	6.29	9.27	6.18	5.51	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.4	0	2.42	0.13	0	1.24	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.29	2.42
Female	4.67	2.55
Male	7.65	2.31
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.82	5.69
Filipino	0.00	0.00
Hispanic or Latino	5.58	2.39
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.86	1.35
English Learners	4.80	3.20
Foster Youth	15.38	7.69
Homeless	6.67	3.81
Socioeconomically Disadvantaged	7.00	2.77
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.24	2.93

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Rosamond, CA- Local Law Enforcement Crime Data

KOSAMOND CRIME DATA 

TOTAL CRIME INDEX	Rosamond Annual Crimes			
21 <small>(100 is safest)</small>		Violent	Property	Total
Safer than 21% of U.S. cities.	Number of Crimes	131	279	410
	Crime Rate (per 1,000 residents)	6.25	13.31	19.56

Rosamond Violent Crimes

Population: 20,961

	Murder	Rape	Robbery	Assault
Report Total	Unreported	Unreported	Unreported	Unreported
Rate per 1,000	Unreported	Unreported	Unreported	Unreported

United States Violent Crimes

Population: 334,914,895

	Murder	Rape	Robbery	Assault
Report Total	19,252	127,216	222,795	884,550
Rate per 1,000	0.06	0.38	0.67	2.64

Chances of Becoming a Victim of a Property Crime

1 IN 75 <small>in Rosamond</small>	1 IN 43 <small>in California</small>
--	--

Property Crimes

Population: 20,961

	Burglary	Theft	Motor Vehicle Theft
Report Total	Unreported	Unreported	Unreported
Rate per 1,000	Unreported	Unreported	Unreported

United States Property Crimes

Population: 334,914,895

	Burglary	Theft	Motor Vehicle Theft
Report Total	839,563	4,512,064	1,067,522
Rate per 1,000	2.51	13.47	3.19

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1034	965	263	27.3
Female	471	432	131	30.3
Male	562	532	132	24.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	123	112	34	30.4
Filipino	15	15	0	0.0
Hispanic or Latino	627	586	157	26.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	26	8	30.8
White	222	210	61	29.0
English Learners	125	113	32	28.3
Foster Youth	13	11	2	18.2
Homeless	105	91	35	38.5
Socioeconomically Disadvantaged	829	776	234	30.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	205	190	61	32.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.5	6.2	4.2	14.6	9.1	9.4	8.2	8.9	8
Graduation Rate	88.8	93.8	92.2	83.6	90.4	86.9	86.2	86.4	87.5

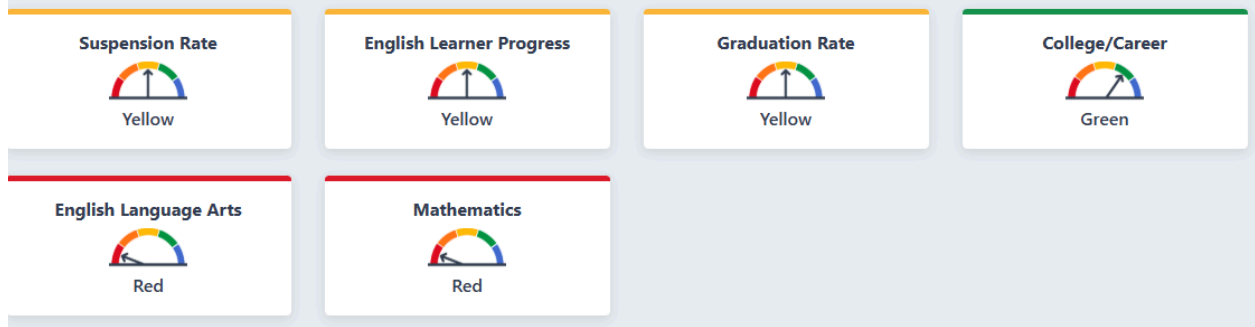
2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	192	177	92.2
Female	92	87	94.6
Male	99	89	89.9
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	19	17	89.5
Filipino	--	--	--
Hispanic or Latino	124	116	93.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	38	34	89.5
English Learners	26	25	96.2
Foster Youth	--	--	--
Homeless	26	22	84.6
Socioeconomically Disadvantaged	176	163	92.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	37	31	83.8

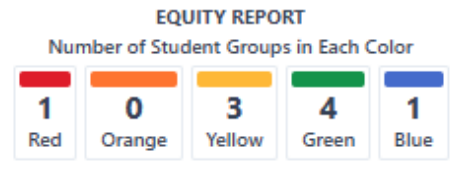
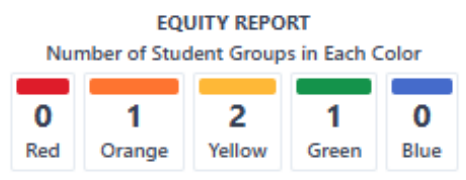
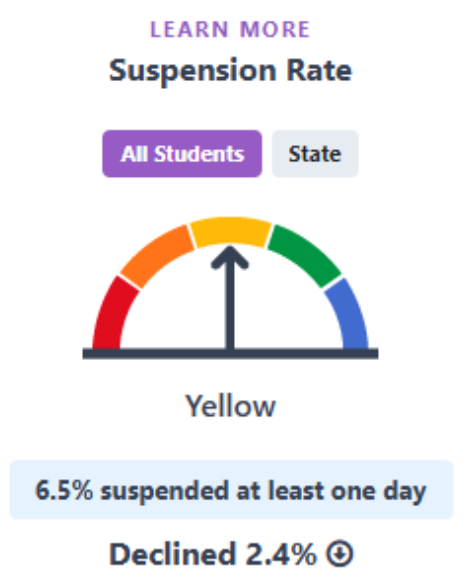
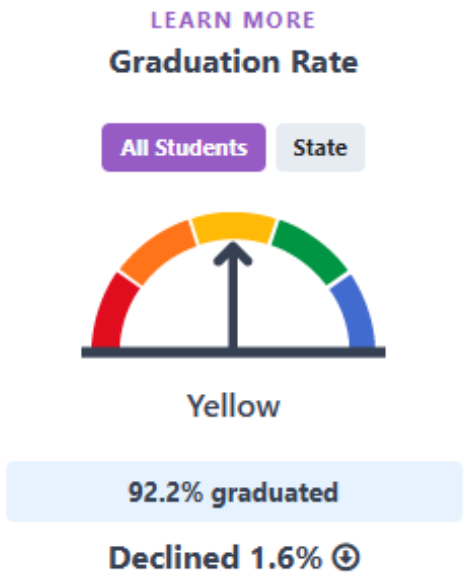
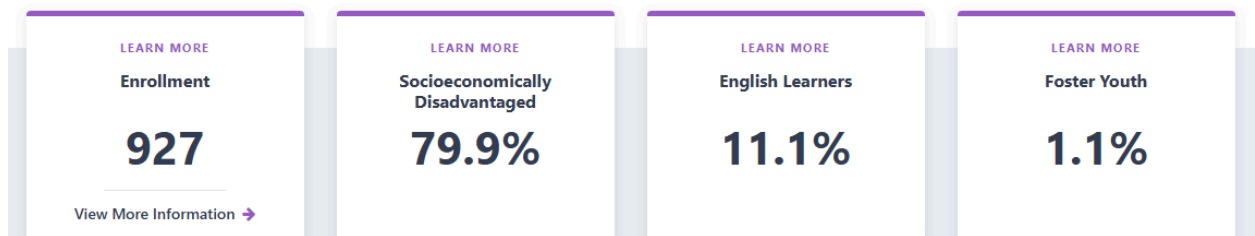
For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



Student Population

Explore information about this school's student population.



[View More Details](#) →

[View More Details](#) →

C. Suspension & Expulsion Policies

A. Suspension & Expulsion Policies

BP 5144.1- Suspension and Expulsion/Due Process

(Pursuant to Education Code §48900 and Southern Kern Unified School District Board Policy 5144.1) The SKUSD Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board has developed 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.

Student Conduct, Concerns, and Consequences:

Student conduct which prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline incidents. Students will learn that when they choose to violate a school/classroom standard, a consequence will result. Disruptive or disrespectful behavior will not be tolerated. Students are not to endanger themselves/others, continually disregard rules, or repeatedly interfere with others' right to learn.

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)

Students May Be Suspended and/or Recommended for Expulsion for the following:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, marijuana, alcoholic beverage or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverages, or intoxicant of any kind, and then either sold, delivered, or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcoholic beverages, or intoxicant.

- e) Committed robbery or extortion.
- f) Caused or attempted to cause damage to school or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed, offered, arranged or negotiated to sell any drug paraphernalia
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. (Airsoft guns, etc.)
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code. 287
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma. q) Engaged in or attempted to engage in hazing.
- q) Aided or abetted the infliction or attempted infliction of physical injury.

Note: Students may be suspended or expelled for acts that are related to school activities or attendance that occur at any time including:

- While on school grounds;
- While going to or coming from school;
- During the lunch hour whether on or off campus;
- During, or going to or coming from, a school sponsored activity.

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 regulations. (Education Code 48917)

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

Consequences

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

Student Due Process

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

Alternative to Suspensions/Options

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

Required Parental Attendance

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian (must be living with student) attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

Definitions

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

Parent Notification of Regulations

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

Procedures for Notifying Teachers of Dangerous Pupils Notification of Dangerous Pupils to Teachers

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

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

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

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

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

Discrimination & Harassment Policy / Bullying Prevention

BP 5145.3- Nondiscrimination/Harassment

The Governing Board is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identify, gender expression, or genetic information; the perception of one or more of these actual or perceived characteristics.

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

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

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

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

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

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

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

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed in accordance with administrative regulations. The Assistant Superintendent of Human Resources shall determine which complaint procedure is appropriate.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

BP 5131.2 Bullying

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

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

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

The district will not tolerate bullying or any behavior that infringes on the safety or wellbeing of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. This includes but is not

limited to bullying or harassment based on race, color, creed, national origin, ethnicity, gender, gender identity, gender expression, language, perceived or actual sexual orientation, physical or mental disability, political or religious ideology, physical appearance, or economic status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts while on school grounds, at a school sponsored activity, while traveling to and from school, on a school bus, during any activity related to school attendance.

Cyberbullying

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

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

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

- 1) Discuss the diversity of the student body and school community, including their varying immigration experiences
- 2) Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- 3) Identify the signs of bullying or harassing behavior
- 4) Take immediate corrective action when bullying is observed

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

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

Intervention

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

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

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

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

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be

investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

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

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the districts uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

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

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

School-wide Dress Code

Policy 5132: Dress and Grooming

Status: Adopted – 10/09/2024

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 4 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 shall 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 fieldtrips, 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.

Safe Ingress and Egress

Supervision of Students

Each morning as students arrive on campus, two campus safety officers and two teachers are strategically assigned to designated areas to monitor activities; all administrators circulate around the campus greeting and supervising students. During the lunch and nutrition period, all administrators and five CSOs patrol the cafeteria, campus areas, and playing fields ensuring that all areas are sufficiently covered. When students are dismissed at the end of the day, all administrators, two assigned teachers and four CSOs share supervision of the bus loading area and designated zones on campus to ensure students leave campus in a safe and orderly manner. Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus facilities. All administrators, CSOs, and teachers on supervision duty carry radios; one radio is permanently located in the main office.

Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

SUPERVISION DUTIES

Classroom Supervision:

1. Do not leave your students unsupervised at any time. If you have an emergency during instructional time, call the office and someone will assist you. If you cannot reach the office, send a reliable student to get assistance.
2. **NEVER** leave your classroom unattended. Lock your classroom whenever you leave.
3. **All teachers are expected to step into the outside hall area in front of their classroom during a passing period for their class. Please stand in the classroom doorway to greet entering students and to keep an eye on the hallways.**

Safe and Orderly Environment

Accomplishments/Areas of Pride

- RHECC has a committed staff that is willing to work hard and to turn weakness into strength.
- We have support from the District Office through training in the areas of Capturing Kids Hearts and Positive Behavior Intervention and Support. Our School Site Council is actively engaged in reviewing our school/safety policies and procedures and giving input

on how to make our school safer and more student friendly. Regularly emergency drills are conducted to allow students and staff to practice emergency situations.

RHECC staff, KCS, and CHP have collaborated on active shooter situations to improve the school's response in the event of an active shooter.

The crime rate in Rosamond is considerably higher than the national average across all communities in America from the largest to the smallest, although at 20 crimes per one thousand residents, it is not among the communities with the very highest crime rate. The chance of becoming a victim of either violent or property crime in Rosamond is 1 in 51. Based on FBI crime data, Rosamond is not one of the safest communities in America. Relative to California, Rosamond has a crime rate that is higher than 61% of the state's cities and towns of all sizes.

Importantly, when you compare Rosamond to other communities of similar population, then the Rosamond crime rate (violent and property crimes combined) is quite a bit higher than average. Regardless of how Rosamond does relative to all communities in America of all sizes, when NeighborhoodScout compared it to communities of similar population size, its crime rate per thousand residents stands out as higher than most.

Now let us turn to take a look at how Rosamond does for violent crimes specifically, and then how it does for property crimes. This is important because the overall crime rate can be further illuminated by understanding if violent crime or property crimes (or both) are the major contributors to the general rate of crime in Rosamond.

For Rosamond, we found that the violent crime rate is one of the highest in the nation, across communities of all sizes (both large and small). Violent offenses tracked included rape, murder and non-negligent manslaughter, armed robbery, and aggravated assault, including assault with a deadly weapon. According to NeighborhoodScout's analysis of FBI reported crime data, your chance of becoming a victim of one of these crimes in Rosamond is one in 160.

NeighborhoodScout's analysis also reveals that Rosamond's rate for property crime is 13 per one thousand population. This makes Rosamond a place where there is an above average chance of becoming a victim of a property crime, when compared to all other communities in America of all population sizes. Property crimes are motor vehicle theft, arson, larceny, and burglary. Your chance of becoming a victim of any of these crimes in Rosamond is one in 75.

Importantly, we found that Rosamond has one of the highest rates of motor vehicle theft in the nation according to our analysis of FBI crime data. This is compared to communities of all sizes, from the smallest to the largest. In fact, your chance of getting your car stolen if you live in Rosamond is one in 225.

Search and Seizure

SKUSD Board Policy 5145.12

Students

The Governing Board is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. Therefore, as necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or district property under their control, and may seize illegal, unsafe and prohibited items. The Governing Board requires that discretion, good judgment and common sense be exercised in all cases of search and seizure.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulations and other legal issues, as appropriate.

Individual Searches

School officials may search individual students, their property and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but not limited to, lockers, desks, purses, and backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search. (cf. 5145.11 - Questioning and Apprehension)

Student Lockers/Desks

The principal or designee may conduct a general inspection of district property that is within the control of students, such as lockers and desks, on a regular, announced or unannounced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned. Students should not expect, nor shall they possess, any privacy interest in any district property (i.e. lockers, desks, etc.)

Because lockers and desks are under the joint control of the student and the district, school officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire and/or other threats to health, welfare or safety emanate from the locker or desk.

Vehicle Searches

All vehicles parked on any district property shall be subject to comprehensive searches to the maximum extent permitted by law. The administration is directed to post appropriate notices and take all other actions necessary to allow authorized searches of vehicles. (cf. 5131.6 - Alcohol and Other Drugs)

Policies and Procedures on Positive School Climate Goals:

We want our students to develop a sense of values and to become:

- Safe
- Responsible
- Respectful
- Successful
- Honest
- Compassionate
- Well-mannered and courteous
- Knowledgeable of right and wrong
- Positive in outlook
- Self-disciplined

Beliefs:

We believe our rules and procedures will:

- Provide a framework of expectations, rewards, and consequences so we can be consistent and fair in disciplining students.
- Promote overall school safety and security for each student.
- Provide opportunities for students and parents to participate with school faculty, staff, and administration in ensuring the highest possible instructional climate.
- Promote knowledge and teach behavior which will help each student become self-respecting, successful, and contributing adults.

Philosophy:

A student's education is dependent upon a "team" effort involving the student, parent(s) and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results.

Students, parents, and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations of Students

- Safety: In all areas at all times
- Respectful: Of students and staff
- Integrity: In and out of the classroom and with all students and staff • Responsible: For education, property, and actions
- Successful: In the classroom and in life

Expectations of Parents

- Assure that the pupil is in school and on time each day.
- Assure that the pupil is appropriately prepared for school (dress, nutrition, and sleep.) • Be responsible for the pupil's behavior.
- Teach the pupil respect for the law and the rights of others.
- Visit your school periodically and participate in conferences as called. • Know the district, school, and classroom rules and regulations and be supportive of your school.
- Help the pupil to learn self-discipline.

Expectation of Teachers

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules/policies.
- Communicate on a regular basis with parents concerning their child's progress. • Be available to parents for conferences.

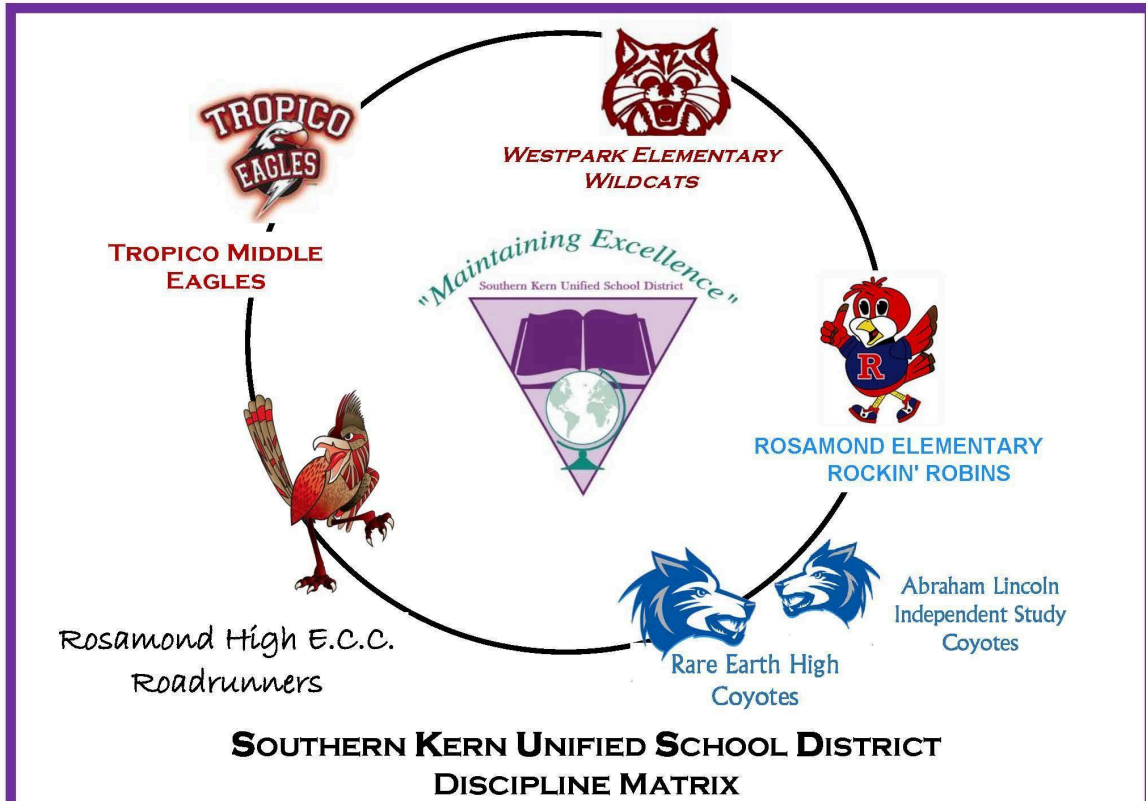
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.
- Teach the board-approved curriculum to the best of your ability

Expectations of Administrators

- Inform students and parents about school district discipline standards. • Consistently monitor classroom, school, and district rules/policies. • Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
- Provide leadership that will establish, encourage, and promote teaching and effective learning.
- Provide an environment that is safe and secure for adults.

Component 1 – People and Programs		
Goal 1: reduce the number of Suspensions by 10%, with a focus on the subgroups that have a higher suspension rate. As well as have all pertinent staff trained in CPI.		
	Strategies to be Used	Person Responsible
Objective 1:	Implementation of Character Strong in all classrooms. Continue to have staff trained until all staff have had the opportunity to be trained.	RHECC Administration and staff
Objective 2:	Continue PBIS Program and add additional school-wide strategies that incorporate behavior expectations throughout the campus.	RHECC Staff
Objective 3:	With cooperation of the District office and Special Education establish retaining (half-day) and full training (full-day). This will properly get all staff working with our behavioral program. The tools assist in a multitude of situations on campus.	RHECC Administration and staff
Objective 4:	Implement Alternative Discipline Practices.	RHECC Administration and staff
Objective 5:	Refer students with two or more office referrals for peer counseling with a counselor and assistant principal. SST Coordinator.	RHECC Administration, Teachers, and Sounselors
Component 2 – Place		
Goal 1: hold at least 2 lockdown and lockout drills per year using different scenarios. Annually review and update CSSP		
	Strategies to be Used	Person Responsible
Objective 1:	When creating an emergency drill schedule prioritize at least 2 lockdowns as well as 2 lockout drills.	RHECC Administration
Objective 2:	After each drill, have a follow-up discussion at a staff meeting to discuss positives and possible suggestions for improvement.	RHECC Administration and staff
Objective 3:	CSSP should be initially shared and discussed with staff at the beginning of the year orientations. Throughout the year with the assistance of the school site council, leadership, and safety committee plan should be looked over and revised.	RHECC Administration and staff

Rules and procedures on School Discipline



SKUSD Discipline Matrix

Ed Code	Violation	1st Offense	2nd Offense	3rd Offense	Severe Consequence
48900(a)(1)	Causing, attempting to cause, or threatening physical injury	Conflict resolution, Warning, Parent contact	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900(a)(2)	Willfully using force or violence upon another	Automatic referral to School Board for expulsion hearing	N/A	N/A	Expulsion consideration
48900(b)	Possessing, selling, or furnishing a firearm, knife, explosive, or dangerous object	Automatic referral to School Board for expulsion hearing	N/A	N/A	Expulsion consideration
48900(c)	Possession, use, or being under the influence of a controlled substance	Automatic referral to School Board for expulsion hearing	N/A	N/A	Expulsion consideration
48900(d)	Offering, arranging, or negotiating sale of controlled substances	Automatic referral to School Board for expulsion hearing	N/A	N/A	Expulsion consideration
48900(e)	Committing or attempting to commit robbery or extortion	Suspension (3-5 days)	Law enforcement referral	Expulsion consideration	Expulsion hearing

48900(f)	Causing or attempting to cause damage to school property	Restitution, Warning	Detention, ATS class, Restorative practices, Parent meeting	Suspension (1-3 days)	Possible expulsion
48900(g)	Stealing or attempting to steal school/private property	Parent contact, Restitution	Detention, ATS class, Restorative practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900(h)	Possessing or using tobacco/nicotine products	Counseling, Tobacco education program	Detention, ATS class, Restorative practices Parent meeting	Suspension (1-2 days)	N/A
48900(i)	Obscene acts, habitual profanity, or vulgarity	Warning, Parent contact	Detention, ATS Class Restorative Practices Behavior contract	Suspension (1-3 days)	N/A
48900(j)	Possession of drug paraphernalia	Drug education program, Counseling	ATS Class (1-2 days), Suspension (1-2 days)	Suspension (3-5 days)	Possible expulsion

48900(k)	Disrupting school activities or defying authority	Warning, Parent contact	Detention, ATS Class, Restorative Practices, Behavior contract	Continued use of Restorative Practices, Possible change of placement	N/A
48900(l)	Knowingly receiving stolen property	Restitution, Warning	Detention, ATS Class, Restorative Practices Parent meeting	Suspension (1-3 days)	Possible expulsion
48900(m)	Possessing an imitation firearm	Warning, Confiscation, Parent contact	ATS Class (1-2 days), Restorative Practices, Suspension (1-2 days)	Suspension (3-5 days)	Possible expulsion if repeated or if the firearm appears realistic
48900(n)	Sexual assault or battery	Suspension (5 days), Law enforcement referral, Possible Expulsion	Expulsion consideration	Expulsion hearing	Expulsion hearing
48900(o)	Harassment of a witness	Warning, Mediation	Detention, ATS Class, Restorative Practices, Parent meeting	Suspension (1-3 days)	Possible expulsion
48900(p)	Selling prescription drugs	Suspension (5 days) Law	Expulsion consideration	Expulsion hearing	Expulsion hearing

		enforcement referral			
		Possible Expulsion			
48900(q)	Hazing	Warning, Conflict resolution	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900(r) 48900(r2a)	Bullying, cyberbullying	Warning, Counseling, Mediation	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion, Law Enforcement Referral
48900(s)	Aiding or abetting infliction of physical injury	Warning, Mediation	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900(t)	Sexual harassment (Grades 4-12)	Warning, Counseling	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900.2	Sexual harassment creating hostile environment	Warning, Counseling	Detention, ATS Class, Restorative Practices,	Suspension (1-3 days), Alternative Placement	Possible expulsion

			Behavior contract		
48900.3	Hate violence	Suspension (1-3 days), Counseling	Suspension (3-5 days), Alternative Placement	Expulsion consideration	Expulsion hearing
48900.4	Harassment, threats, or intimidation	Counseling, Mediation	Detention, ATS Class, Restorative Practices, Behavior contract	Suspension (1-3 days)	Possible expulsion
48900.5	Requirement to consider other disciplinary alternatives before suspension	Behavioral Interventions, Mediation	Detention, ATS Class, Restorative Practices, Parent meeting	Suspension if interventions fail	N/A
48900.6	Assignment of community service instead of suspension (Outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs)	Restorative justice practices	Detention, ATS Class, Restorative Practices Behavior contract	Suspension if interventions fail	N/A
48900.7	Terroristic threats against school officials or property	Suspension (5 days), Law enforcement referral	Expulsion consideration	Expulsion hearing	Expulsion hearing
48915(a)	Mandatory expulsion for serious offenses (firearm, knife, explosives, sexual assault)	Automatic referral to school board for expulsion hearing	N/A	N/A	Expulsion

48915(b)	Discretionary expulsion for serious offenses (assault, drug sales, robbery)	Suspension (5 days), Expulsion consideration	Expulsion hearing	N/A	Expulsion
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Explanation of the Discipline Matrix

The SKUSD Discipline Matrix outlines violations as defined by the California Education Code. The matrix provides a range of consequences designed to promote corrective action while maintaining a safe school environment.

Depending upon the severity of each incident, the Administrator may determine the appropriate level of the offense for Discipline.

Manifestation Determination meetings must be held for students with IEP's or 504 Plans prior to proceeding to an Expulsion hearing.

The Alternative to Suspension location will be used where applicable.

When a student is sent to the ATS classroom/location, they should be required to complete a Restorative/PBIS assignment pertaining to the violation committed.

- Alternatives to Suspension (ATS): These interventions help students reflect on their behavior while providing a structured environment for learning and personal growth.
- Restorative Justice Practices: These practices encourage students to take responsibility for their actions and repair harm done to individuals and the school community.
- Expulsion Consideration: Some violations, especially those involving violence, controlled substances, or weapons, may lead to an expulsion hearing before the school board.

The district prioritizes intervention and support programs before resorting to suspension or expulsion whenever possible.

Possible Alternative to Suspension Activities

- Restorative Justice Practices
- Conflict Resolution & Peer Mediation
- Community Service within the School in lieu of suspension with parent consent
- Behavior Intervention Plan

- Counseling Sessions
- Substance Abuse Education Programs
- Parent-Student Conferences
- Detention and/or ATS Class with Reflection Assignments
- Social Skills Training
- Peer Support Groups

Rosamond High Early College Campus

Emergency Preparedness

Section 1

Introduction:

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code 35295 and 35297, California Government Code 8607 and California Code of Regulations 2400 through 2450). The emergency management teams

and procedures in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the state of California. This plan presents specific procedures to be used in preparing for, and responding to school emergencies.

Plan Organization:

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organized into **four** sections. Section 2 deals with emergency preparedness, identifies the school's emergency response teams and defines roles and responsibilities of team members. Sections 3 and 4 present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section 4 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting.

Section 2

Standardized Emergency Management System (SEMS)

Under SEMS, all emergency response actions are implemented under the operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Teams will be arranged as follows: First Aid/Medical, Security/Utilities, Assembly Area, Supply /Equipment, Request Gate, First Suppression/Hazmat and Search and Rescue.

The Logistics function of SEMS supports emergency operations by coordinating personnel: assembling and deploying volunteer teams: providing supplies and equipment and services: and facilitating communications among emergency responders. This should be performed by the Security/Utilities team and the Supply/Equipment team.

2.2 Individual Site Based Team

2.2.1 Incident Command Team Explosion

The Incident Command Team is responsible for directing emergency response activities.

The Incident Command Team is led by the Incident Commander and also includes the Public Information Officer, the Safety Coordinator and Agency Liaison.

Incident Commander: Suresh Bajnath, Principal

Public Information Officer: Dane Adams, Assistant Principal Safety Coordinator: Dane Adams, Assistant Principal Agency Liaison: Cindy Benson

The Incident Commander also directs the activities of the other teams.

2.2.2.1. Roles and Responsibilities

Incident Commander is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

Periodically assessing the situation.

Directing the Incident Command Team and all other emergency teams.

Determining the need for, and requesting outside assistance.

Periodically communicating with the SKUSD Superintendent.

Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:

Periodically checking with the Incident Commander for situation briefings and updates.

Maintaining all records and documentation as assigned by the Incident Commander.

Monitoring drills, exercises, and emergency response activities for safety.

Identifying safety hazards.

Ensuring that responders use appropriate safety equipment.

Agency Liaison is responsible for coordinating the efforts of outside agencies such as fire and police by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

Periodically checking with the Incident Commander for situation briefings and updates.

Maintaining all records and documentation as assigned by the Incident Commander.

Briefing agency representatives on the current situation. Priorities and planned actions.

Ensuring coordination of efforts by periodically keeping Incident Commander informed of agency's action plans and providing periodic updates to agency representatives as necessary.

Supplies and Equipment

- Copy of school's emergency procedures
- Campus map
- Master keys
- Copies of staff and student rosters
- Bullhorn
- Battery operated AM/FM radio
- First Aid kit
- Clipboard, paper, pens
- Hard Hat
- Vest or position identifier
- Large Campus map (with blueprints or some notation where auxiliary rooms, emergency shuts, etc. are located)

Assembly Location Primary: Football Field Secondary: JV Baseball Field

Team members will initially meet at the primary location. If the primary location is unavailable, Team members will meet in a secondary location, as determined by the Incident Commander.

First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

Assignments

First Aid/Medical Team Leader: Melissa Price

Alternate Team Leader: Justin Armstrong

First Aid Medical Team Member: Charles Wallis First Aid Medical Team Member: Paul Walker

School Nurse: Heather Grier

2.3.1 Roles and Responsibilities

First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the Incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Person's Report from team members and making these reports readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:

Assigning first aid personnel and assessing available inventory of supplies and equipment.

Designating and setting up first aid and medical treatment areas with access to emergency vehicles.

Determining the need for skilled medical assistance, overseeing care, treatment and assessment of injuries.

Periodically keeping the Incident Commander informed of overall status.

Completing the Injury and Missing Person's Report.

First Aid/Medical Team Members are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid/Medical team may include:

Setting up a first aid area, triage and/or temporary morgue.

Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.

Reporting deaths immediately to First Aid/Medical Team Leader.

- Supplies and Equipment
- Vest or position identifier
- First aid supplies
- Triage tags
- Hand held radios
- Stretchers
- Blankets
- Wheelchair
- Patient recorded forms
- Site Maps
- Injury and missing person's report

Assembly Location

Primary: Football Field

Secondary: JV Baseball Field

Team members will initially meet at the primary location. If the primary location is unavailable, team members will meet at the secondary location.

Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. There may be two Search and Rescue teams.

Assignments:

Search and Rescue Team Leader: Alba Oliva; Alternate Team Leader: Charles Wallis

SAR Team 1 Member: Michael Escobar

SAR Team 1 Member: Mark Riley

SAR Team 2 Member: Mark Notterman

SAR Team 2 Member: Paul Eisenzimmer

Roles and Responsibilities

Search and Rescue Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.
- Assigning and recording teams based on available manpower, minimum 2 persons per team.
- Updating team reports on site map and recording exact location of damage and triage tally.

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties may include:

Searching assigned areas, reporting gas leaks, fires or structural damage to Team Leader upon discovery.

Shutting off gas or extinguishing fires as appropriate.

Periodically reporting to the Team Leader on location, number and condition of injured.

Conducting, pre-establish search and rescue patterns, checking each classroom, office, storage rooms, gym and other rooms.

Sealing off and posting areas where hazardous conditions exist.

Contacting Security/Utilities Team to secure buildings from re-entry after search.

- Supplies and Equipment

Items for SAR Backpacks (Need 3 Bags)

- Hard hat
- Grease pencil/pen/marker

- Vest or position identifier
- Masking tape
- Work or latex gloves
- Clipboard with job duties
- Whistle on lanyard
- Map indicating search plan
- Triage tags
- Blanket
- Goggles
- Bolt cutter
- Flashlight
- Shovel and pry bar
- Dust masks
- Rope
- CO2 Fires Extinguishers are already on site.

Team Assembly Location Primary: Football Field Secondary: JV Baseball Field

Team Members will initially meet in their primary location. If the primary location is unavailable, Team Members will meet at the secondary location.

Securities/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with Incident Commander as

required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. This team is also responsible for initiating short term repairs and other necessary actions during an emergency. The effective response of the Securities/Utilities Team is shutting down facility air handling systems, gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by custodial and cafeteria staff.

Assignments:

Security/Utilities Team Leader: Melissa Price; Alternate Team Leader: Nancy Bromley
 Security/Utilities Team Member: Paul Eisenzimmer; Security/Utilities Team Member: Mark Riley
 Security/Utilities Team Member: Domingo Navarro

Roles and Responsibilities

Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Commander to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, gas, and sewer) as needed.

Security/Utilities Team Members are responsible for securing the school and reporting that the campus is in “lock down” to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut off gas, water and electricity. This team will direct all external requests for information to the Incident Commander. Specific duties of the Security/Utilities Team may include:

Locking all external gates and doors: Unlocking gates when appropriate.

Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.

Keeping students out of buildings, as necessary.

Assisting at Reunion Gate as appropriate.

Assessing damage to school facilities.

Checking emergency water supply and making it ready for distribution.

Setting up temporary sanitation areas (portable toilets).

Helping with first aid and setting up a temporary morgue (if necessary).

Preparing and distributing food as directed by Incident Commander.

Assisting the First Aid/Medical team in comforting students as needed.

Supplies and Equipment

- Vest or position identifier
- Master keys
- Hand held radio
- Copy of school’s emergency procedures
- Large, durable signs for providing direction and information
- Water bib
- Utility shut off tools which should already be on campus
- Site maps

Assembly Location

Primary: Football Field

Secondary: JV Baseball Field

Team members will meet at the primary location. If the primary location is unavailable, team members will meet at the secondary location. This team will patrol the entire campus to determine areas of need.

Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

Assignments:

Supply/Equipment Team Leader: Dane Adams Alternate Team Leader: Justin Armstrong

Supply/Equipment Team Member: Domingo Navarro

Roles and Responsibilities

Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties include:

Reporting equipment and supply needs.

Estimating the numbers of persons requiring shelter and determining the length of time shelter will be needed.

Supply/Equipment Team Members are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones and sanitary supplies). Specific duties of the members may include:

- Distributing emergency water and food supplies.
- Establishing a list of all persons in shelter and determining any special needs.
- Controlling conservation of water.

Supplies and Equipment

- Hand-held radios
- Keys
- Bullhorn
- Emergency water supplies
- Emergency food supplies
- Temporary power supplies
- Sanitary supplies

Assembly Location

Primary: Football Field

Secondary: JV Baseball Field

Team members will initially meet in the primary location. If the primary location is unavailable, team members will meet at the secondary location.

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander. Assignments

Assembly Area Team Leader: Cindy Benson Alternate Team Leader: Marcia Cabadas

Assembly Area Team Member: Stephani Lipari

Assembly Area Team Member: Kourtney Hansen

Roles and Responsibilities

Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Person's Report from the team members and make them readily available to the Incident Commander.

Assembly Area Team Members are responsible for performing the safe evacuation of students and staff during an emergency. Specific duties may include:

Obtaining reports of missing students from teachers and other personnel.

Gathering Injury and Missing Person's Report from each teacher and submitting them to the Assembly Area Team Leader.

Checking student emergency cards for the name of the person(s) authorized to pick up students.

Assisting the Reunion Gate Team as required.

Supplies and Equipment

Copy of Site Plan and Site Map showing designed assembly areas

Injury and Missing Person's Report

Assembly Location Primary: Football field Secondary: JV Baseball Field

Team members will initially meet at the primary location. If the primary location is unavailable, team members will meet at the secondary location.

Request and Release Gate Team is responsible for processing parent requests for student release during an emergency.

Assignments

Request Gate Team Leader: Desiree Perez

Alternate Team Leader: Maria Mercado

Request and Release Gate Team Runner: Melissa Price

Request and Release Gate Team Runner: Charles Wallis- Cadet Corps

Roles and Responsibilities

Request and Release Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.

Request and Release Gate Team Members are responsible for greeting parents, guardians or designees and providing them with tags or other identification authorizing the holders to reunite with their students at the Reunion Gate. Specific duties may include:

- Greeting and directing parents, guardians or designees.
- Providing reassurance to parents, guardians or designees and maintaining order.
- Confirming students recognize the authorized adults who come to claim them and require an adult to sign the student out of school.
- Verifying authenticity of the tags or other identification.
- Dispatching student runners to the Assembly Area to escort students whose parents, guardians, and designee have arrived to claim them.

Supplies and Equipment

- Keys to gates
- Bullhorn
- Tags or other identification

Assembly Area

The Request and Release Gate Team is to assemble at the football field's front gate.

Most of the following tasks will be done by the Fire Department or the Security/Utilities Team. Therefore, with the exception of supplies available elsewhere on campus, no additional information is included.

The Fire Suppression and Hazmat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating damages to school property in an emergency. This team will also coordinate with the Incident Commander. The Fire Suppression and Hazmat Leader is also responsible for gathering the Damage Assessment Report form from team members and have them readily available to the Incident Commander.

Fire Suppression and Hazmat Leader: Alba Oliva

Alternate Team Leader: Nancy Bromley

Roles and Responsibilities

Fire Suppression and Hazmat Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Fire Suppression and Hazmat Leader is responsible for gathering the Damage Assessment Report Forms from the team members and having them readily available for the Incident Commander.

Fire Suppression and Hazmat Members are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus and logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form will be submitted to the team leader. Specific duties of the members may include:

- Extinguishing fires on campus.
- Evaluating potential release of chemicals.
- Identifying damaged areas on the Damage Assessment Report. (Reporting can be supplemented by photos if appropriate).
- Locating and extinguishing small fires on campus as appropriate.

- Checking the gas meter and if gas is leaking, shutting down gas supply.
- Shutting down electricity only if a building has clear structural damage or advised to do so by Command Post.
- Posting yellow caution tape around the damaged or hazardous zone.

Supplies and Equipment

- Vest or position identifier
- Firefighting equipment
- Hand held radio
- Master keys
- Clipboard with job duties
- Carry duffel bag with goggles, flashlight, dust masks, yellow caution tape and utility shutoff tools
- Notebook or binder with site map
- Damage Assessment Report

Assembly Location

Primary: To be determined by the fire department **Secondary:** To be determined by the fire department

Team members will meet in their primary location. If the primary location is unavailable, team members will meet at a secondary location.

Documentation Position (Optional) is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping and other necessary documentation.

Documentation Staff Member: Rhonda Deal

Alternate Documentation Staff Member: Marilou Basilio

Roles and Responsibilities

Documentation Staff Member will maintain a log of the incident, noting all actions and reports and filing them for reference. Specific duties may include:

- Periodically communicating with the Incident Commander.
- Documenting all communications with the District Emergency Operations Center and outside agencies.

- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, documenting site damage and first aid needs with the site commander.
- Ensuring the accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of costs.
- Filing, maintaining and securing all emergency documentation.

Supplies and Equipment

- Hand held radio
- File, boxes
- Paper, pens

Assembly Location

The Documentation Staff will report to the Command Post.

Communications Position (Optional) is responsible for the analysis of all emergency information and identifying potential changes in emergency conditions.

Assignments

Communication Staff Member: Suresh Bajnath

Alternate Communication Staff Member: Scott Small

Roles and Responsibilities

The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

- Updating site maps as reports and other information as received.
- Preserving maps as legal documents.
- Using an area wide map to record information on major incidents such as road closures, utility outages and so on.
- Developing situation reports for the Incident Commander.

Supplies and Equipment

- Hand held radio
- Paper, pens and dry erase markers
- Large site map of campus
- Map of local area

Assembly Location

The Communications Staff Member will report to the Command Post.

School Staff

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their own superiors or by the law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the assembly areas where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

Initial Response to Emergencies

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

Identify Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for 16 different types of emergencies listed below are provided in Section 5.0.

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus

- Biological or Chemical Release
- Bomb Threat
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Suspected Contamination of food or water
- Threat of Violence
- Unlawful demonstration/Walkout

Identify Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations a three-tiered rating system is described below.

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from an outside agency, e.g., a temporary power outage, a minor earthquake or a minor injury on grounds.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire, Report/Suspicion of a person on campus with a weapon, a moderate earthquake or a suspected act of terrorism.

Level 3 Emergency: A major earthquake event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For level 3 emergencies, it is important to remember that response time of outside agencies may be seriously delayed.

Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- 1) Duck and cover
- 2) Shelter in place
- 3) Lock down
- 4) Lock down and take cover
- 5) Evacuate building
- 6) Off-site evacuation
- 7) All clear

Procedures for each of these are included in Section 4.0.

4.0 Immediate Action Response Duck and Cover

This action is taken to protect students and staff from falling debris.

Description of Action

The Principal or Designee will make the following announcement on the PA system. If the PA system is not available, the Principal/Designee will use other means of communication. The Principal/Designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“Your attention please: For everyone’s protection, all students and staff should follow duck and cover procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or given further instructions.”

If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

Teachers and students should move away from all windows.

Principal or Designee should contact the SKUSD emergency line to report status, including injury, damage and level of emergency response activity.

Shelter in Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter in Place is implemented where

there is a need to isolate students and staff from the outdoor environment, which includes the shutdown of classroom and/or building HVAC systems. During Shelter in Place no one should be exposed to the outside air.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classroom or designated locations at all times.

The difference between a Shelter in Place and Lockdown is that the Shelter in Place involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

The Principal or Designee will make the following announcement on the PA system. If the PA system is not available, the Principal/Designee will use other means of communication. The Principal/Designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“Your attention please; we have an emergency situation and need to implement lock down procedures. Teachers are to lock their classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If any students and staff members are outside, they are to proceed to the nearest building or classroom.”

If inside, teachers will lock the doors, and close any shades or blinds if it appears safe to do so.

If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings.

Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Designee or Law Enforcement.

The front entrance is to be locked and no visitors other than appropriate law enforcement and/or emergency personnel, with proper identification, will be allowed on campus.

Principal/Designee should contact SKUSD emergency line to report status including injury, damage and level of emergency response activity.

Lock Down and Take Cover

This action is taken when the threat of violence and/or the sound of gunfire is identified or directed by Law Enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

Description of Action

The Principal/Designee will make the following announcement on the PA system. If the PA system is not available the Principal/Designee will use other means of communication. The Principal/Designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“Your attention please; we have an emergency situation and need to implement lock down and take cover procedures. Teachers are to lock their classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If students and staff members are outside of the classroom, they are to proceed inside the nearest classroom or building immediately. If inside, teachers will lock the doors, and close any shades or blinds if it appears safe to do so. If necessary to take cover, teachers will instruct students to lie down on the floor. If outside, students will “hit the ground” and remain lying down awaiting further instructions from staff. When it is safe to do so, staff will direct students into nearby classrooms or school buildings.

Teachers and students will remain in the classroom or secured area until further instructions are given by administration or law enforcement.

The front entrance is to be locked and no visitors other than appropriate law enforcement and/or emergency personnel, with proper identification, will be allowed on campus.

Principal/Designee should contact SKUSD emergency line to report status including injury, damage and level of emergency response activity.

Evacuate Building

The Principal/Designee will make the following announcement on the PA system. If the PA system is not available, the Principal/Designee will use other means of communication. The Principal/Designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“Your attention please; we need to institute an evacuation of all the buildings. Teachers are to take their students to the assembly areas and report to their designated areas. Students are to remain at their assembly area until instructed otherwise. Teachers before you leave the classroom please make sure that your clipboard has a red or green paper on it so that search and rescue will know if the classroom needs assistance or is all clear.”

The Principal/Designee will initiate the fire alarm.

Teachers will instruct students to evacuate the building, using designated routes and assemble in their designated Assembly area.

Teachers will take the student rosters when leaving the building and take attendance once the class is assembled in a safe location.

Once assembled, teachers and students will stay in their place until further instructions are given.

Principal/Designee shall contact the SKUSD emergency line to report status including injury, damage and

level of emergency response activity.

Off Site Evacuation

This action is taken after a decision has been made that it is unsafe to remain on campus, and evacuation to an off-site assembly area is required. Our off- site evacuation site will be the dirt field directly across the street from RHS on Rosamond Blvd.

Description of Activity

Evacuation action and direction will be determined by the Incident Commander. The IC will use the bullhorn to give information and directions. It is the hope of the IC that the student body remains within the confines of the school, preferably towards the rear of the school (i.e. the football field or the Junior Varsity Baseball field).

First Aid / Shooter Kits

Locations of First Aid / Shooter Kits are as follows:

Office

Gymnasium

Ms. Caffey (room 209)

Ms. Clack (room 702)

*Kits are to be used for emergency situations on school campuses.

STAFF PERSONNEL TEAMS FROM SAFETY COMMITTEE

WALKER – M. RILEY

EISENZIMMER - M. BARRIOS

SEARCH AND RESCUE GATE OVERSIGHT

Primary -	Secondary	100's & 200's - 500's, 600's & 700's	
K. Powers	T. Haun	A. Hansen	
M. Notterman	M. Price	C. Dyas	
M. Escobar	C. Wallis	R. You	P. Eisenzimmer

GATE OVERSIGHT KEYS ARE ISSUED TO TEACHERS THAT WILL OPEN UP ALL LOCKED DOORS LEADING TO THE OUTER PERIMETER OF THE HIGH SCHOOL IF AN EMERGENCY WAS TO OCCUR.

ON CAMPUS ASSEMBLY AREA

- 1) Take roll count of students and report findings to administrator-in-charge.
- 2) Assess medical needs.
- 3) Request assistance as needed.

The Field area will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the County Operations Area.

The School District EOC, after the emergency, will begin contacting all schools in alphabetical order beginning with elementary schools to ascertain damage assessment and needs requirements

Provide medical care.

Provide for mass care needs (i.e. food, water, shelter and sanitation).

Do not light fires or touch fallen wires.

Be alert for instructions from the administrator-in-charge.

Do not attempt to enter a building until it has been declared safe by an authorized official.

****** During a major emergency incident, students will only be released to the parent, guardian, or to the adult specified on the emergency card.

When law enforcement responds and sets up a Command Post, the Principal or his designee shall partner up with the School Resource Officer and respond to the Command Post.

**** THERE SHALL BE NO EXCEPTIONS TO THE POLICY.** Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the school's responsibility to care for students and staff.

ON SITE REVERSE EVACUATION

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and public within school buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown/shelter-in-place once inside.

Outside bell will ring.

Move students/staff inside as quickly as possible.

Report to homeroom.

Take attendance. Use the intercom to report missing students.

Wait for further instructions.

EXAMPLES: Severe Weather, Hazmat Forest Fire, Gunfire

OFF CAMPUS EMERGENCY EVACUATION SITES

The district EOC will determine the best route/options for off campus evaluations. The EOC will go about gaining agreements between destinations possible for evaluation.

OFF-SITE EVACUATION

If the administrator-in-charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your

two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Principal or designee will be responsible to:

Principal will notify all students, staff, and visitors by: Announcement, telephone/cell, messenger, radio, or whatever means possible. The announcement will include the assembly area for evacuation.

Call the Emergency Operations Center who will contact the transportation provider and arrange to have buses dispatched to the site for student/staff pick up. Buses will drop off students at the nearest alternate site. The assembly area will be in the bus chute at the rear of the school site.

The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of their status (number of students/staff and others to be transported).

Students will be released only to individuals listed on the emergency card.

A notification must be left at the school site indicating the address where students have been relocated.

All further action will be directed by the administrator-in-charge.

Teachers and paraprofessionals are responsible to:

- Exiting
- Remain calm- Listen, follow instructions, and do not panic
- Have students exit in a single file line
- Use primary exit routes unless passage is unsafe
- Take emergency kits
- Move students from the crisis area to a designated area
- Attendance

Take attendance. Identify students who are missing as well as students who may not be assigned to the class but evacuated to the school or relocate.

- Use Card System at Assembly Area
- Green Card if everyone from the classroom is okay
- Med Card if medical assistance is required
- Red Card if you have missing or extra students or need non-medical help.

OFF CAMPUS EMERGENCY EVACUATION SITES

In the event of an emergency in which students and staff must be evacuated: We will announce lock down or sound the alarm. All students and staff will exit the buildings and make their way to the field or other designated location in the announcement given, for each building (Markings in the soccer field area).

All students and staff are accounted for by taking roll.

Admin and appropriate personnel will receive reports of roll call and will keep a record of this report. If someone is missing or not accounted for, the area will be searched by CSO's and other appropriate staff until we can account for the missing.

Once all are accounted for, the all clear notice will be radioed to the lead custodian; the alarm will sound to confirm we are clear to re-enter the building.

REUNIFICATION PROCEDURES

In the event of an emergency in which students need to reunified with their parent/guardians:

Site administration will determine a safe area for parents/guardians to go to pick up students. This area will need to be away from the student assembly area.

Unless another site is determined by site administration, the designated reunification site will be the RHECC football field.

School site administration will notify parents/guardians of the emergency, as well as the location of the reunification area.

Parent/guardians will be told to report to the Parent/guardian area and give the name of the child.

Picture ID of the parent/guardian will be required to ensure the person requesting the child is a match to the name on the emergency release card.

A staff runner will be used to go to the student assembly area to get the student(s) requested by parent(s)/guardian/adult.

Parents/guardians will be asked to sign a form indicating they picked up the student. The date and time will also be indicated on the pick-up form.

If the child is in the first aid/medical treatment area, the parent/guardian will be directed to the area for reunification.

Counselors, when available, will be located close to the first aid area in the event counselling services are needed.

LOCKOUT PROCEDURE

The Lockout response action is used when there is a threat outside the school (i.e., criminal activity in the surrounding area) or a minor threat on campus (i.e., dangerous animal on playground).

Principal or Designee are responsible to:

Notify all students, staff, and visitors via announcement, email, messenger, telephone/cell phone, radio, etc.

Announcement will be: "Lockout! Secure the perimeter. Lockout! Secure the perimeter."

Notify the Superintendent's Secretary of the situation by calling 661-256-5000 ext. 1113.

Office staff or custodians will lock the exterior office doors and windows.

Check on the welfare of students, staff, and visitors regularly and assist with any immediate needs. This can be done via email, messenger, telephone/cell phone, radio, etc.

Office staff will monitor the phone to assure that emergency updates are received and non-essential use is minimized. Updates should be passed on to everyone within the school via email, messenger, telephone/cell phone, radio, etc.

Determine when it is appropriate to release the Lockout and inform everyone within the school

Teachers/Paraprofessionals are responsible to:

Remain calm- Listen, follow instructions, and do not panic. Business as usual may continue or school administrators may direct teachers/students to a different location in the school.

Make sure all students follow instruction.

Bring individuals that are outside of classrooms and other school rooms inside.

Close and lock exterior doors and windows. Close blinds if safe to do so.

Take attendance. Identify students who are missing. Report missing or additional students to the office or administration.

Continue to follow instructions until the all clear is given or updated instructions are provided.

Resume classroom/school activity

Stay inside until notified the danger is over. If a staff member or student has a bathroom need or an emergency situation occurs, contact the office or administration for directions on how to handle the situation.

LOCKDOWN

Lockdown Procedures

A Lockdown is used when a serious/volatile situation exists that could jeopardize the physical safety of the students and staff.

During a hard lockdown, staff members will ignore all bells and fire alarms unless they receive verbal instructions from local emergency responders or the conditions (fire, structural damage, etc.) warrant the evacuation of the area.

Additionally, no one will be allowed to enter or leave the building until the hard lockdown has ended.

Lockout Procedures – Shelter-in-Place

A Lockout is primarily used in two different scenarios:

The first is when conditions exist outside of the school building that could potentially present a threat to the safety of the students and staff.

The second is a situation inside the building where the school or local emergency responders need to keep students and staff in their classrooms and away from an incident or activity.

During soft lockdowns, students and staff can continue normal classroom activities, but they should not leave the classroom or offices until advised to do so. Additionally, no one is allowed to enter or leave the building until the soft lockdown has ended.

LOCKDOWN PROCEDURE

*Note: Please DO NOT use codes during an all call for lockdown: use plain language. The Lockdown response action is used when a violent life-threatening person is inside the school, suspected of being in the school, or on school grounds. The purpose of a lockdown is to hide as many students and staff as possible. The key to remembering what to do in a lockdown is “locks, lights, out-of-sight”. During a Lockdown, teachers, and students may be locked in a classroom for a long period of time.

Everyone is empowered to initiate a lockdown as often it is too late to act if waiting for an official announcement. During the initial moments of a school violence incident the official call for a Lockdown may not have occurred, or may not have been heard by everyone.

During a Lockdown, teachers, and students may be locked in a classroom for a long period of time.

- Lockdown Personal Action Steps
- Locks, Light, Out-of-Sight
- Move away from the noise
- Hide behind a barrier
- Get behind a locked door- once the door is locked it must remain locked.
- Consider evacuation- Exit the school and get to a safe place.
- Protect lives as necessary
- Upon arrive at a safe location notify District Office

Actions to Lockdown the School

Notify all students, staff, and visitors, including those outside. This may be done via intercom, telephone/cell phone, two-way radio, etc.

Announce “Lockdown: Locks, Lights, out-of-sight”

Teachers and Staff are Responsible to:

Secure students and staff inside of a classroom, office, or closet. In the event that your class is in the Library or Computer Lab, etc., lock the door and remain where you are. In the event that Action LOCK DOWN is called during lunch, all students will be contained in the Cafeteria.

Students at recess will be escorted to the cafeteria. Staff will make that determination.

Move into internal rooms if available.

Students that are out of the room (in the bathroom) will be sent/escorted or must go to the nearest classroom.

Lock all interior doors and windows. Closed blinds if safe to do so.

Turn off lights.

Remain quiet. Have students turn computers, iPads, and cell phones off if they have them.

Out of Site- Hide in a safe place that is out of the line of sight from doors or windows.

Sit/Lay on the floor.

Exterior walls are best if out of the line of sight and further away from the threat.

Under a window is ok if necessary

Concrete or brick construction is the greatest barrier

Avoid interior adjoining walls

Do not answer the door for anyone! Law enforcement or school administration who have the authority to release occupants from a lockdown will have a key.

ARMED STUDENT(S) - POSSESSION ONLY

Any Staff member must report to the school administration if a student is suspected of having a firearm on campus.

- Call 911.
- DO NOT approach the student.
- STAY CALM
- In the safest manner possible, contact the administrator using a classroom phone, emergency partner or runner.
- DO NOT attempt to retrieve the firearm.
- DO NOT restrain or discipline the student. STAY CALM!!!
- When administrator or law enforcement arrives discuss the following:
- The name of the student.
- Exact location of the student in class.
- Type of firearm suspected.
- Location of the firearm.
- Room number.
- Number of students in class.
- Demeanor of student and other useful information.

INTRUDER(S) ON CAMPUS

A campus intruder is anyone who loiters or creates disturbances on school property.

- Call 911
- Contact the school office and give the location of the suspected intruder.
- If notified, follow lockdown procedures.
- During lockdown, if you see the intruder, contact the office and give location immediately.
- Take roll and notify school administration of any missing students.

- Keep phone and radio lines clear.
- Notify the Superintendent's office.
- Remain in lockdown mode until released by law enforcement.

ACTIVE SHOOTER

Note: With an active shooter there is no absolute best response. Maintaining a mentality of Alice- Alert, Lockdown, Inform, Counter, Evacuate can increase your odds of survival within these types of scenarios.

A – Alert

Alert is your first notification of danger.

Alert is when you first become aware of a threat. The sooner you understand that you're in danger, the sooner you can save yourself. A speedy response is critical Seconds count.

Alert is overcoming denial, recognizing the signs or danger and receiving notifications about the danger from others. Alerts should be accepted, taken seriously, and should help you make survival decisions based on your circumstances.

L – Lockdown

Barricade the room. Prepare to Evacuate or counter if needed.

If Evacuation is not a safe option, barricade entry points into your room in an effort to create a semi-secure starting point.

If running is not a safe option, staff should be trained to hide in as safe a place as possible where the walls might be thicker and have fewer windows. Likewise, for occupants that cannot run, hiding may be the only option.

In addition, occupants should do the following:

Lock the doors and/or barricade them with heavy furniture, if possible.

Close and lock windows and close blinds or cover windows.

Turn off lights.

Silence all electronic devices.

Remain silent.

Look for other avenues of escape.

Identify ad-hoc weapons.

I – Inform

Communicate the violent intruder's location and direction in real time.

The purpose of Inform is to continue to communicate information in as real time as possible, if it is safe to do so. Armed intruder situations are unpredictable and evolve quickly, which means that ongoing real time information is key to making effective survival decisions. Information should always be clear, direct and in plain language, not using codes. If the shooter is known to be in an isolated section of a building, occupants in other wards can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter.

Video surveillance, 911 calls and PA announcements are just a few of the channels that may be used by employees, safety officers, and other personnel to inform others. An emergency response plan should have clear methods outlined for informing school employees, hospital workers, or any other employees of the location of a violent intruder.

C – Counter

Create Noise, Movement, Distance and Distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting.

ALICE training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of those involved. Counter is a strategy of last resort. Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate.

When confronted by the shooter, individuals in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment,

such as fire extinguishers, chairs, etc. Research shows there is strength in numbers, as indicated in the earlier mentioned study. The potential victims themselves have disrupted 17 of 51 separate active shooter incidents before law enforcement arrived.

Speaking with staff about confronting a shooter may be daunting and upsetting for some individuals, but great comfort can come from the knowledge that their actions could save lives. To be clear, confronting an active shooter should never be a requirement of any non-law enforcement personnel's job; how each individual chooses to respond if directly confronted by an active shooter is up to him or her.

Have discussions about when it might be appropriate to defend been addressed?

E – Evacuate

When safe to do so, remove yourself from the danger zone.

Alice provides techniques for safer and more strategic evacuations. Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter.

Because facility occupants may scatter, they should be given directions on who they should contact in order to account for all personnel.

Consider these additional actions:

Identify a safe location on each floor before an incident occurs where occupants and visitors may safely barricade themselves during an event.

Train people in how to lock down an area and secure the unit, including providing a checklist of instructions on the back of doors and by phones.

Ensure emergency numbers are available at all phone locations.

Have shelter-in-place locations been identified?

Is there a method to secure the access to these locations?

Have employees rehearsed the movement to and positioning within these locations?

How will communications be established with these locations?

BOMB THREAT

(Peacetime)

In the event of a threat of a bomb within the school, the following will be accomplished:

Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.

Caution all personnel against picking up any strange object. It could be a bomb.

- Call 911.
- Notify the (local) Kern County Fire Department.
- The telephone number is 256-2401.
- Notify the (local) Kern County Police Department or Sheriff's Office.
- The telephone number is 800-861-3110
- Notify Superintendent or Assistant Superintendent.
 - The telephone number is 256-5000 ext. 1113 or 1138.
- Students and staff should not return to school until the school administrative officials make such a decision.

BOMB THREAT PROCEDURES

Any person receiving a telephone bomb threat should:

Keep the caller on the line as long as possible.

Alert the administration in an appropriate manner.

Try to determine sex and age of the caller.

Write down the description of the caller's voice and any background noise you may hear.

DO NOT take any chances – contact the school administrator for every threat.

Leave the environment where the bomb is supposed to be as is i.e. – if the door is open, leave open; if lights are on, leave on, etc.

When directed to do so, evacuate all students and staff from threatened areas or buildings. Do not remove anything from the classroom. Instruct students to leave all book-bags or backpacks behind.

If a device is located / observed, DO NOT TOUCH IT OR MOVE IT.

Wait for further instructions.

Expect the police department to ask staff members if they have seen any objects that are

out of place or in places where they do not normally belong. Please remember that regular staff members are most familiar with the campus and its belongings.

Anticipate being called upon by the police department for additional information.

School personnel should not search for the bomb or enter the area! However, keep in mind that you may need to aid the police department if requested.

BOMB THREAT CHECKLIST

1. Initial Actions

Time of call: AM/PM

Do not hang up! Keep the caller talking.

2. Exact Wording of Threat

3. Questions to Ask

When is the bomb going to explode? Where exactly is the bomb?

When did you put it there? What does the bomb look like? What kind of bomb is it?

What will make the bomb explode? Did you place the bomb?

What is your name?

Where are you?

What is your address?

4. Listen For:

VOICE: accent/impediment/tone/speech/diction/manner LANGUAGE: polite/incoherent/irrational/taped/read out/abusive

NOISE: traffic/voices/machinery/music/ noises on the line/local call/STD OTHER: sex of caller/estimated age

Note the time of the end of the call: AM/PM

Name of recipient (print):

Signature:

Date:

Report the call to your Site Administrator, who will contact the Police.

EXPLOSION OR THREAT OF EXPLOSION

In the event of an explosion at the school or the threat of an explosion - such as those caused by leaking gas or a faulty boiler within the school building - the following will be accomplished:

EXPLOSION: Command "DROP" is given. *

If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action LEAVE BUILDING.

Sound the school fire alarm.

Move to an area of safety and maintain control of students.

Render first aid as necessary.

Notify the (local) Kern County Fire Department.

The telephone number is 256-2401.

Notify the (local) Kern County Sheriff's Department.

The telephone number is 800-861-3110.

Fight incipient fires without endangering life.

Take roll.

Notify the Principal, Assistant Superintendent, Superintendent, or other appropriate school official.

Notify utility companies of a break or suspected break.

The school principal will direct further action as required.

Students and staff should not return to school until the School Administrator and the Fire Department officials declare the area safe.

THREAT OF EXPLOSION:

Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.

Following procedures 4, 5, 6, 7, 9, 11, 12, and 13 under "Explosion" above.

*Teachers should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.

FIRE

If a fire starts anywhere on the school campus: FIRE DRILL PROCEDURES:

Teachers will please inform students that the basic factor in a fire drill is “organized haste”.

Students are not to remove the flag from the classroom during a fire drill. Flags are expendable, students are not.

Fire drill will be practiced at least four times per school year.

Exit map

All school personnel and visitors must leave the building, regardless of their activities.

Pupils should not take any wraps, books, or personal belongings with them during the fire drill.

Upon leaving the classroom, the teacher should pick up the student attendance record (class roll) and proceed with the group, closing the door behind him/her.

After reaching the assigned yard position, the teacher should call or check the roll to be certain every class member is present.

It shall be the duty of the custodian to check lavatories, workrooms, libraries, or wherever the fire bell might not be heard, to be sure that all are out safely.

Each teacher is responsible to report class status to the principal or designee.

Please check your seating arrangement in respect to exit during a fire drill.

- a. Check your arrangement for (a) desks or other objects in front of the door or close enough to it to cause confusion or danger; (b) easy access to the exits for all children (no blind circles, etc.); (c) desks too close together so that children cannot leave seats easily.

FIRE WITHIN SCHOOL BUILDING:

In the event a fire is detected within a school building, the following will be accomplished.

Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.

Maintain control of students at a safe distance from the fire and firefighting equipment.

Render first aid as necessary.

Notify the (local) Kern County Fire Department.

- a. The telephone number is 256-2401.

Notify the (local) Kern County Sheriff’s Office.

- a. The telephone number is 800-861-3110.

Fight incipient fires without endangering life.

Keep access roads open for emergency vehicles.

Take roll.

Notify the Principal, Assistant Superintendent, Superintendent, or other school official.

Notify utility companies of a break, or suspected break.

The principal will determine whether Action GO HOME, or any further action, should be implemented.

Students and staff should not return to school until the Fire Department officials

Centegix ([PPT](#))

Introduction video: <https://vimeo.com/1032507699>

Cristis Alert Hardware

Platform comprises desktop and mobile software, along with several hardware pieces around each site:

Gateway - mounted on the EXTERIOR of sites; 1-3 gateways per site; they have cellular and battery backup built into device so it can work if power goes out

Alert strobe - can flash and chirp in the event of a campus-wide alert giving you audio and visual queue, and also contains a locating beacon.

Locating Beacon - installed in exterior areas to provide and extend coverage to areas like playgrounds, fields, and outdoor walkways

CrisisAlert™ Badge - designed for instant accessibility and multi-function alerting capability.

Important notes:

Do not unplug, move, or otherwise tamper with the CrisisAlert™ Hardware, and discourage staff from doing so - tampering risks reducing alerting and locating capabilities, and may void the warranty.

Types of Alerts

2 types of alerts:

Individual Staff Alerts (98% of alerts) - for room/area issues (like fights, medical emergencies, non-custodial parents, etc.). Site Responders notified through mobile app and desktop app. "I need Help!" Activated by pressing the button 3 times.

Hard Lockdown Alerts (0-2% of alerts) - when you want to notify an entire site to take action (i.e. campus wide threat/hazard, active shooter). Site and District Responders notified through mobile app and desktop app. "We Need Help!" Automatically notifies law enforcement. Activated by repeatedly pressing the button.

What happens when a Staff alert is initiated

During both a staff alert and a hard lockdown, responders are notified via the phone and desktop app. The person's name will be displayed and the approximate location shown as a red dot on your site's map. The location is that of the nearest strobe or locating beacon

Lockdown via a Badge

When the CrisisAlert™ Badge is clicked repeatedly for a Lockdown, several actions are triggered simultaneously:

Alert strobes flash specific color (usually red for Lockdown). You will hear an automated intercom message play. Takeover message with instructions on every computer connected to the network onsite. Responders notified on their mobile phones and computers.

Because these pre-set triggers are automated, response time and confusion are drastically reduced.

All staff computers will receive a desktop takeover message for a hard lockdown alert. This messaging will be the same across the district. Please note, you can hit the “escape button” to minimize this message so you are able to use your desktop for important tasks during a lockdown.

How to Wear a Badge

How to wear the CrisisAlert™ Badge to keep it accessible and intact:

Attach to your lanyard

Above the waist so it’s easy to get to and less chance of clicking accidentally.

Don’t leave unattended; aside from not wanting a student to pick it up, don’t want to waste precious seconds looking for your Badge or for someone who has their Badge in a crisis situation.

Don’t hang with items that may damage the Badge: there is a battery inside it, don’t want to risk compromising its integrity.

Stress this: accidental clicks can happen. For example, if you put it in your pocket with keys or are even holding books against it while walking.

WEAR AT ALL TIMES! Just as important as ID badge.

Badge Facts

If your badge is lost, please notify your badge manager (Cindy Benson) immediately so it can be deactivated.

Batteries last on average 1-2 years. Badge managers will be monitoring the health of badges.

Your location is only shared when the badge is pressed.

Please do not write on the badges.

The badge is water resistant, not water proof.

Don’t leave your badge in a very hot or cold car.

Learning Continuity Plan

In the event the schools of the Southern Kern Unified School District and specifically Rosamond High Early College Campus are closed for a period longer than 10 days, the school administration, in conjunction with the school board and district administration, will implement a Learning Continuity plan. This plan can take the form of a blended learning model or a distance learning program; whichever best can be accommodated after considering the circumstances surrounding the school campus closure and suits the needs of our students. The school will utilize parent square to communicate with students, parents, and community members as a whole within 5 days of an event that requires the modification of instruction delivery. School staff will utilize parent square, email, and phone calls to facilitate two-way communication with students and parents on an individual basis.

Distance Learning Program

In the event in-person instruction and blended learning models are not feasible, RHECC will implement a distance learning program until the safety of students, staff, and school/district property can be ensured. Many considerations play a key role in the successful development of a distance learning model transitioning to a Blended or Traditional Model of school. Accessibility, quality of curriculum/instruction, and the number of instructional minutes must be consistent throughout all models to ensure student learning.

A positive for SKUSD in analyzing all three means of educating our students is that state board approved curriculum is provided to students both digitally and in print in all core content areas. Google Classroom is the district's Learning Management System, which allows our teachers to share and store numerous instructional materials, assignments, and assessments. It provides a means for teachers to track

student progress and grade work and send notifications and messages to students.

Announcements are posted by teachers to the class which the students can comment on allowing for a two-way communication between student and teacher. Teachers are able to provide both synchronous – live instruction and asynchronous instruction in a distance learning model. RHECC provides each student (grades 9-12) with a personal device to engage in online distance learning (Chromebooks).

Teachers will transition their course work to Google Classroom and will utilize Zoom or Google Meet to provide face-to-face, synchronous learning experiences, including direct instruction. Special education teachers will work collaboratively with core content teachers to accommodate and adapt lessons to meet the needs of the student as outlined in the IEP. Special

education teachers of students with moderate to severe disabilities will provide continuity of learning through a variety of distance learning resources as appropriate.

RHECC will coordinate with the district to provide Professional Development on Google Classroom, Google Meet, and Zoom to refresh and update their knowledge on how to best use these platforms when delivering instruction in a safe and effective manner. Students and staff will receive support from the IT Department from home. If a problem cannot be resolved remotely, students will come to school or a designated site to get in-person support. RHECC will continue to provide Internet Hotspots to households that either do not have internet access at home, or whose internet is too slow or unreliable.

RHECC will assess pupil progress by using the CDE developed and SKUSD adopted template to assist in monitoring attendance, synchronous and asynchronous instruction, instructional minutes, student engagement on a daily basis, and the amount of student work assigned and collected by the teacher. The time value of the work is calibrated on a regular basis by teachers who meet in their Professional Learning Communities (PLC) weekly.

The teachers fill out the form daily making sure that the mandated number of instructional minutes required of each grade level are met either through live synchronous instruction, asynchronous videos, office hours or small group instruction depending on what is the goal of the learning outcome. Videos of live instruction or videos of new content that students can watch on their own, falls under the category of asynchronous instruction. Principals and teachers make phone calls home to assess reasons why students are not logging in to the Zoom or Google Classroom instruction.

At the end of each week, teachers in SKUSD finalize their form making sure entries are made for all students in each category requested. Forms are then submitted to the site Secretary who forwards them to the District Office. Teachers turn in the weekly tool to the site Secretary, who collects them and submits them to the District Office.

Learning Continuity Plan options:

Cohort Option 1

AB Distance Day AB – This plan divided the class into two equal cohorts. It also provided all students in the class one full day of equitable teacher in person direct instruction prior to the Distance Learning Day. Teachers also have the Distance Learning Day to check in with students prior to the second in-person instruction day on Thursdays and Fridays.

Cohort Option 2

ABAB Distance Day – This plan provides all students in the class two full days of equitable teacher in-person direct instruction prior to the Distance Learning Day. By attending school every other day, there is time for synchronous/asynchronous instruction, guided practice on attendance day and independent practice occurs on the day at home, providing time for small group instruction, and questions from parents and students to be addressed.

Cohort Option 3

AABB Distance Day – This plan was considered primarily because it may prevent cross-contamination among students. The custodial team felt that this plan provided an optimal opportunity for them to thoroughly clean and disinfect classrooms on Tuesday evenings and Fridays before the return of a different scheduled cohort.

Cohort Option 4

Traditional School – Children return to a sense of normalcy – classroom instruction is delivered in person five days per week. Provides the greatest opportunity for schools to mitigate the learning loss encountered from the March 2020 school closure. This plan also provides opportunities to address the social/emotional needs of all students.

Staff Roles and Responsibilities

Custodians/Grounds/Maintenance

This team will continue to work diligently to clean, sanitize, and maintain the campus. Posters created for each room, which indicate if the rooms have been cleaned or not, will be placed on the outside of every door.

IT Department

IT support staff will aid in the support of teachers as they use Google Classroom, Google Meet, Zoom, and other digital resources. IT will also serve students and staff who are experiencing issues with their devices/digital resources. IT staff will attempt to resolve issues remotely, but will meet in-person with students and staff who require assistance.

Child Nutrition

The Child Nutrition Department will work to keep all children from RHECC fed on a daily basis, preparing breakfast, lunch, and dinner Monday through Friday. Strategic locations to distribute food will be determined to accommodate parent needs and to ensure safety for staff, children, and parents.

Teachers

Teachers will work to provide synchronous and asynchronous learning experiences through the use of digital resources including Google Classroom, Google Meet, Zoom, and others. Teachers will work from home 5 days a week initially during the distance learning program. As the school transitions to a blended learning model, the teachers will be required to work on site at least 2 days per week; once on Wednesdays for PLCs and another day of their choice. All new PIPS, STPS and Intern teachers will have to work at the site five days per week. Parents are a key component in the connection between student and teacher during Distance Learning. Keeping students on task and current with instruction is a tremendous task for the teacher and parents.

Rigorous and quality education can be and is being achieved through Distance Learning. Motivated and talented teachers are providing resources and instruction every day to achieve this goal, but it is not without a cost. Daily communication and guidance with parents and students requires hours of effort by the teacher that is extremely more demanding than in class instruction. With parent support, and teacher devotion, students can receive a great educational experience, whether in the classroom or from a distance.

Supports for Pupils with Unique Needs

The additional supports provided by SKUSD has continued to meet the needs of its English Learners, Foster Youth, Homeless, and Low Income Students. Every 9-12 student has a Chromebook. The IT Department, with support from KCSOS, continues to provide over 350 Hotspots to families without internet access or could not access the internet.

All SKUSD students use adaptive learning software, including IXL, which acclimates to a student's master level, providing immediate feedback and support when students need help. Teachers communicate with their students through Google Classroom and Zoom Meetings. This enables students to maintain relationships with classmates and teachers, which is critical in continuing students' social and emotional learning.

Our English Learners engage in ongoing English Language Development through the District's ELD curricula. English 3-D curriculum is provided for all designated ELD classes in the high school. ELD instruction will be provided using synchronous learning through Zoom meetings.

All communications are provided in both English and Spanish to further assist our English Learners, Foster Youth and Low-Income Students. We will continue to communicate regularly with the school community through phone and email, and by posting updated information on our website.

Our counselors, psychologists and mental health therapists will continue to work with students and families on their caseloads throughout the school year regardless if we are in a Traditional or Distance Learning environment to assist in meeting the students' social/emotional needs. They will also communicate with students who refuse to engage. If a teacher or administrator reports a student is experiencing emotional or behavioral issues, our counselors will reach out to the family to provide support. We will 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. Home visits assessing if there is a need for Wi-Fi will also be made to assess why a student is not engaging with the teacher on a regular basis.

Pupil Learning Loss

Learning loss funding will be utilized during distance learning to create opportunities for students and mitigate the learning loss in the area of English Language Arts, English Language Development and Mathematics for the districts most at risk learners. English Learners, Foster Youth, Homeless and Low Socio-economic students will participate in the afterschool programs to ensure that they have equitable access to the same free, appropriate public education as their peers.

Pupil Learning Loss Strategies

Any extended break from traditional learning is expected to cause some learning loss. The continuation of Distance Learning may serve to exacerbate the learning loss experienced by students. Afterschool and Saturday Academies will be offered to mitigate the learning loss in ELA and Math for ALL students. Standards Plus Curriculum was purchased and will be used to support the learning loss in students for the after school and Saturday Clinics.

To support our English Learners, integrated ELD is critical for EL's to access the material and should be an integral part of the lesson planning and delivery in all subject areas. Teachers may need to provide individualized learning experiences using accessible materials, whether they are digital or print to meet the needs of the English Learner depending on the ELD proficiency level. English Learners in High School will be leveled in a designated ELD class until proficiency is met and reclassification occurs. Teachers will incorporate SDAIE and GLAD strategies when working with our EL students emphasizing Academic Language.

Students with Special Needs - may require some form of collaboration with the IEP team and family to make sure the student is receiving the mandates of the IEP. Gauging the needs of the family is the first step in supporting the student and to ensure the student is reaching their IEP goals and objectives. Utilizing the Paraprofessionals to provide additional small group instructional tutoring is another strategy used to provide meaningful access to learning opportunities for students with special needs.

Foster Youth – Initially all Foster Youth are provided a one-to-one device that enables them to complete required work in Google Classroom and in Zoom sessions. All students in need have accessibility to intervention strategies; including but not limited to: academic counseling, student success teams, Multi-tiered Systems of Support to address the needs of the whole student, and Section 504 Plans.

Homeless – Initially all Homeless Youth are provided a one-to-one device that enables them to complete required work in Google Classroom and in Zoom sessions. All students in need have

accessibility to intervention strategies; including but not limited to: academic counseling, student success teams, Multi-tiered Systems of Support to address the needs of the whole student, and Section 504 Plans.

Low-Income - Initially all Low-Income Youth are provided a one-to-one device that enables them to complete required work in Google Classroom and in Zoom sessions. All students in need have accessibility to intervention strategies with after school and Saturday Clinic, including but not limited to: academic counseling, student success teams, Multi-tiered Systems of Support to address the needs of the whole student, and Section 504 Plans.

Effectiveness of Implemented Pupil Learning Loss Strategies

On-going assessments to address the learning loss suffered by students will be measured periodically throughout the period of distance learning to assess for growth. Measurements to determine effectiveness of the intervention strategies include but are not limited to improvements in the following: on-going formative assessments, program reports, progress reports, grades, assessment results, benchmarks, CAASPP levels, ELPAC scores, STAR Assessments in ELA and Math, CAASPP Interim Assessment Blocks for Math used at the high school, and overall student feedback and well-being.

Mental Health and Social and Emotional Well-Being

Staff at RHECC will work together with SKUSD administration to 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.

We will use tele therapy as a means of communication for our parents and students. We will make phone calls to check in on them as well as hold online therapy sessions. Some of the supports are virtual classrooms with clickable links and resources for mindfulness and coping strategies.

They will work to create an online environment with our students that fosters a space where students feel safe, have a sense of belonging and can access resources from online supports for mindfulness and coping strategies. Therapists will utilize a virtual classroom with clickable links to such supports. They will also provide opportunities during counseling for all students to share their thinking including brainstorming ideas, talking through misconceptions, or providing solutions to problems. This helps to encourage and foster the core of SEL by opening the door to navigate feelings & actions. The goal is to help teachers and students identify and manage

their emotions by creating spaces for them to be self-reflective, which will help them make better decisions for themselves and their students.

Our Therapists will also work to provide teachers with tools and resources to also teach them the importance of SEL for themselves, making sure they are able to appropriately identify and manage their emotions. Through networking and sharing SEL resources and training with teachers, the mental health therapists can help to set our teachers up for success in managing their own struggles and thus better help their students. It's helpful to also look for opportunities to provide praise to teachers and students alike when they make even small social emotional strides and celebrate early and sustained wins in their learning and management of emotions.

We will send out some resources monthly to our staff to aid with any questions or concerns that their students have for them, as well as hold meeting times separately for our staff and students to come and log on if they need support or have questions during this time.

Pupil and Family Engagement and Outreach

RHECC will implement a revised version of the CDE Combined Daily Participation and Weekly Engagement Template to monitor attendance, synchronous and asynchronous instruction, Summary of the Assignments, Student and Parent Contact, Days Assigned Work was submitted, and Assessment dates weekly. Each teacher will be required to complete and submit this form on Mondays to the Secretary, who will then send them to the District Office for review. Documenting this data allows the teacher to follow-up with any student/parent not engaging on a regular basis during distance learning to assess what is the reason. It could be a Wi-Fi issue at home that might be remedied with a Hotspot. Phone calls home by the teacher, Administrator or Attendance Clerk will determine if the student is still a registered student in SKUSD or if there is a reason why the child is not engaging on a daily basis. All district and site communication will be provided in both English and Spanish for our parents.

Increased or Improved Services for Foster Youth, English Learners, and LowIncome Students

Based on extensive stakeholder feedback including survey data, staff observations, meetings with various committees and bargaining units, as well as other various other data, the following needs, conditions, and circumstances are apparent for our unduplicated students:

- Lack of access to reliable internet connectivity to access their education
- Lack of access to devices to connect wirelessly to the internet for access to their education
- Lack of engaging equipment in the classroom to spark motivation, curiosity, and promote discussion/collaboration among students
- Intensive and comprehensive supplemental academic instruction and supports will be necessary to mitigate learning loss
- Lack of school connectedness is causing mental health and social emotional distress (for students and staff)

- Access to social and emotional well-being supports and services is urgently needed
- English Learners need additional support for language proficiency

The Southern Kern Unified School District has dedicated action items in the Learning Continuity and Attendance Plan based on these identified needs. In order to support the potential learning loss of unduplicated students we must ensure that all unduplicated students have access to their education. SKUSD provides access to devices such as Promethean Boards, Chromebooks as well as connectivity devices (hotspots). We have invested in and tried various devices and taken feedback on the devices throughout the process to ensure that we are using what works best for our stakeholders as per their feedback. Additionally, our unduplicated students tend not to have access to supplemental supports to mitigate their learning loss at home, so we are offering in person instructional time based on assessed learning loss. We plan on offering these services as soon as we are able to get back to In-Person learning. We are also offering mental health and social emotional well-being services for students and staff. Online therapy sessions and tele-therapy communications will transition to in person sessions (or a hybrid model) as the county is able to reopen safely. With our unduplicated students in mind first, we have invested in multiple supplemental instructional programs that are to be used in distance learning and will be used as we are able to transition to a hybrid model so that our students have the additional supports necessary to accelerate their learning. Teachers will utilize these additional supports to supplement their core curriculum on a regular basis.

In summary, action items in the Southern Kern Unified School District’s Learning Continuity and Attendance Plan increase or improve services for low-income, English Learner, and foster youth students by:

- Ensuring that our students have technology and connectivity in order to be able to access their education from their home
- Ensuring that students have additional supplemental supports to accelerate their learning progress and to mitigate learning loss
- Ensuring access to para educators, psychologists, and mental health therapists that do daily check-ins with groups of students to make sure that they have the necessary supplies, mental health and academic support
- Ensuring access to psychologists, and mental health therapists who are offering open office hours for students that would like to Zoom or call in with social/emotional concerns
- Ensuring that Math and ELD academies are provided twice weekly, onsite for students, which will focus on the learning loss of our unduplicated students attributed to the COVID pandemic over the last several months.
- Ensure that teacher PLC’s are being held weekly in support of mitigating student learning loss based on assessments as they share successful strategies, analyze data, small group and differentiated instruction best practices, diagnosing student needs, and moving from adult centered needs to a focus on students.

In addition to the action items included within this plan, the Southern Kern Unified School District will meet the increased or improved services requirement for unduplicated students through other ways including providing additional supports for students including attendance monitoring.

Students that fail to show up to Zoom lessons or respond to teachers in Google Classroom are called by teachers, and site/district attendance staff. Home visits are also made by site and district administrators if calls do not elicit a satisfactory response. Additionally, professional development has been offered to teachers in the areas of suicide prevention (grades 9-12), technology, distance learning instruction, and English language Development.

Students being away from a stable environment, socialization with peers, and an instructional schedule has taken a toll on many. There are para educators, psychologists, and mental health therapists that are doing 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.

Appendix

Access by Immigration Enforcement

(BP 1445 / AR 1445 Compliance)

Purpose

This appendix establishes district procedures to ensure compliance with Board Policy 1445 and Administrative Regulation 1445 regarding immigration enforcement access to school campuses, students, and student records, while protecting student safety, rights, and confidentiality.

Superintendent/Designee Notification

Any request by immigration enforcement officials for:

- Campus access
- Access to a student
- Access to student records

shall be **immediately reported** to the Superintendent or designee. No school staff member shall grant access or release records without authorization from the Superintendent or designee, except as required by a valid judicial warrant.

Campus Access Procedures

Immigration enforcement officials shall not be permitted to enter **nonpublic areas** of a school campus without:

- A valid judicial warrant, or
- Authorization from the Superintendent or designee

School staff shall request, review, and copy all documentation presented by enforcement officials and retain such documentation for district records.

Non-public areas are spaces not open to the general public and include, but are not limited to:

- Classrooms and hallways during the school day
- Administrative offices
- Counseling and nurse offices
- Staff workrooms and records rooms

- School buses
- Locker rooms and supervised student areas

Parent/Guardian Notification

In accordance with BP 1445 and AR 1445, parents/guardians shall be notified **as soon as practicable** if immigration enforcement officials:

- Request access to a student during school hours, or
- Seek to question or remove a student from school grounds

Notification shall occur **before** a student is questioned or removed unless:

- A judicial warrant, subpoena, or court order prohibits notification, or
- Exigent circumstances exist, as verified by the Superintendent or designee .

Student Records and Confidentiality

No information regarding a student's or family's immigration or citizenship status shall be collected, maintained, or disclosed unless required by law. Student records shall not be released without:

- Written parental/guardian consent, or
- A valid judicial warrant, subpoena, or court order

All disclosures shall comply with FERPA, Education Code § 234.7, BP 1445, and AR 1445.

Documentation

The school shall document:

- The date, time, and nature of the enforcement request
- Documentation presented by enforcement officials
- Actions taken by school staff
- Parent/guardian notification, including date, time, and method
- Any legal restrictions preventing notification

Documentation shall be maintained at the school site and provided to the Superintendent or designee.

Staff Awareness

Administrators and designated staff shall be informed of these procedures and their responsibilities under BP 1445, AR 1445, and the Comprehensive School Safety Plan.