

Southern Kern Unified School District

Westpark Elementary School



**Comprehensive School Safety Plan (CSSP)**

Ed Code 32280-32289

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This document is available for public inspection during regular business hours  
at Westpark Elementary School Office

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

# **Westpark Elementary School Comprehensive School Safety Plan Roster**

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Plan approved by Southern Kern Unified School District Governing Board on

# Table of Contents

School Profile	Page 4
A. Child Abuse Reporting Procedures	Page 4
B. Suspension & Expulsion Policies	Page 7
C. Procedures for Notifying Teachers about Dangerous Pupils	Page 12
D. Discrimination & Harassment Policy / Bullying Prevention	Page 13
E. School-wide Dress Code	Page 20
F. Safe and Orderly Environment	Page 22
Policies & Procedures on Positive School Climate	Page 25
Assessment of the Current Status	Page 24
<u>Component 1</u> : Social Climate: People and Programs	Page 27
<u>Component 2</u> : Physical Environment: Place	Page 28
G. Safe Ingress and Egress	Page 30
H. Rules and Procedures on School Discipline	Page 37
I. Emergency/Disaster Response Procedures	Page 43
J. Tactical Responses to Criminal Incidents	Page 59
K. Continuity of Learning	Page 77
L. Centegix	Page 81
M. Appendix	Page 83

# School Profile

Westpark Elementary School is a traditional TK-5 school. Westpark’s student enrollment typically ranges anywhere from 950 students to 1000 students. We have a very diverse student population. Westpark Elementary School provides programs and curriculum that meet state standards and appeal to student interest, aptitudes and competencies. Our committed staff is dedicated to developing a positive and nurturing learning environment in which students can achieve success in all academic areas. Our staff recognizes the academic and social emotional needs of each of our students. We believe that quality education is the result of a strong partnership between our school, students, and parents. Our staff provides a safe environment in which students can be academically challenged to meet their potential and prepare them for a productive future.

## A. Child Abuse Reporting Procedures

### **Southern Kern USD Administrative Regulation 5141.4**

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

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

### **Reporting Procedures**

- Initial Telephone Report Call to any police department, sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. Kern County Sheriff – Dispatch: (661) 861-3110, 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 is not liable for defamation if done in the course and scope of your employment.

### **Training**

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

(Education Code 44691; Penal Code 11165.7)

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

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

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

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

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

During the beginning of the year training, staff at Westpark are provided with the following information in our Staff Handbook:

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 a child is in pain) (661)861-3110.**

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

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

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



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

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

**To Be Completed by Mandated Child Abuse Reporters**  
PLEASE PRINT OR TYPE

CASE NAME: \_\_\_\_\_  
CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS <small>Street City Zip</small>				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS <small>Street City Zip</small>				DATE/TIME OF PHONE CALL	
<b>C. VICTIM</b> <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS <small>Street City Zip</small>				TELEPHONE	
	PRESENT LOCATION OF VICTIM		SCHOOL	CLASS	GRADE	
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
	<input type="checkbox"/> 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		VICTIM'S PARENTS/GUARDIANS			
1. NAME BIRTHDATE SEX ETHNICITY		3. NAME BIRTHDATE SEX ETHNICITY				
2. _____		4. _____				
<b>D. INVOLVED PARTIES</b>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS <small>Street City Zip</small>		HOME PHONE		BUSINESS PHONE	
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS <small>Street City Zip</small>		HOME PHONE		BUSINESS PHONE	
<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS <small>Street City Zip</small>				TELEPHONE	
	OTHER RELEVANT INFORMATION					
<b>E. INCIDENT INFORMATION</b>	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.

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

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

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

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

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

#### **Appropriate Use of Suspension Authority**

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

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

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to

Education Code 48910. (Education Code 48900)

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

### **On-Campus Suspension**

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

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

### **Authority to Expel**

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

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

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

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

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

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

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

### **Due Process**

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

### **Maintenance and Monitoring of Outcome Data**

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

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

### **Policy SOUTHERN KERN UNIFIED SCHOOL DISTRICT**

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

## **Westpark Procedures:**

### 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. Westpark will use the elementary SKUSD Discipline Matrix which includes an intervention and consequence menu.

### 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)

## **C. Procedures for Notifying Teachers of Dangerous Pupils**

(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.

## **D. Discrimination & Harassment Policy / Bullying Prevention**

### **BP 5145.3 - Nondiscrimination/Harassment**

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

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

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

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

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

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

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and

practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

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

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

### **Record-Keeping**

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

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## **BP 5131.2 - Bullying**

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

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

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

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

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

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

### **Examples of Prohibited Conduct**

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

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

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

### **Measures to Prevent Bullying**

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

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

### **Staff Development**

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

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

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

## **Information and Resources**

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

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

## **Student Instruction**

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management

skills.

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

### **Reporting and Filing of Complaints**

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, 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 such observation to the principal or a 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.

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.

### **Discipline/Corrective Actions**

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

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

### **Support Services**

The Superintendent, principal, or 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)

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

Policy SOUTHERN KERN UNIFIED SCHOOL DISTRICT

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

## E. School-wide Dress Code

Education Code 35294.2 (f)

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.**

**Policy 5132: Dress and Grooming  
Adopted – 10/09/2024**

**Status:**

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

## F. Safe and Orderly Environment

### Rosamond, CA- Local Law Enforcement Crime Data

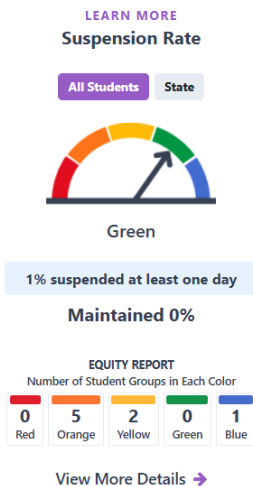
Rosamond Annual Crimes			
	Violent	Property	Total
Number of Crimes	131	279	410
Crime Rate (per 1,000 residents)	6.25	13.31	19.56

### MY CHANCES OF BECOMING A VICTIM OF A VIOLENT CRIME

Chances of Becoming a Victim of a Violent Crime	
1 IN 160 <small>in Rosamond</small>	1 IN 197 <small>in California</small>

### Westpark Suspension/Expulsion Data

#### CA Dashboard Suspension Rate 2024-2025



## 2024-2025 Suspension Rate

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	65	4	2	3.1%	50.0%	50.0%
Hispanic or Latino	672	2	2	0.3%	100.0%	0.0%
White	248	4	3	1.2%	66.7%	33.3%
Two or More Races	44	19	3	6.8%	0.0%	100.0%

## 2024-2025 Suspension Count by Most Serious Offense Category

Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
African American	65	4	3	1	0	0	0	0
Hispanic or Latino	672	2	2	0	0	0	0	0
White	248	4	3	0	1	0	0	0
Two or More Races	44	19	17	2	0	0	0	0

## 2024-2025 Expulsion Rate

Ethnicity	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
African American	65	0	0	0.0%
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	672	0	0	0.0%
White	248	0	0	0.0%
Two or More Races	44	0	0	0.0%
Not Reported	*	*	*	*

## **Westpark Attendance Practices and Data**

### **Westpark Attendance Procedures:**

- Teachers input attendance into Aeries and send attendance folder to office by 8:00. However if you have a field trip or an assembly, be sure to send your folder before you leave.
- Mark class attendance sheet on Aeries if student is not in class at time of roll call.
- Tardy students need to have a tardy slip when they walk into class late, if not send them to the office immediately.
- If you missed a student that is absent, but you didn't notice until the next day, call the district attendance clerk.
- For every 10 days of perfect attendance the classroom will receive a treat.

### **Westpark Attendance Rewards and Activities: (Perfect Attendance = Bell-To-Bell Attendance)**

- **Lunch with the Principal:** Each week all of the students that have had perfect attendance with **NO tardies or reverse tardies** have their name placed in a drawing to win Lunch with the Principal at the end of the month. Two names are drawn for each week. At the end of the month all of the weekly winners are able to eat lunch with the Principal and/or Assistant Principal.
- **End of the Month Rewards:** Students that are able to attend school every day of the month with **NO tardies or reverse tardies** are able to earn a prize at the end of the month. Prizes may include pencils, erasers, small toy, etc.
- **Class Attendance Rewards:** Classes earn rewards for their entire class for every ten days in which the entire class is able to have perfect attendance. The class rewards include Westpark pencils, Westpark erasers, etc.

# Chronic Absenteeism Rates- CA Dashboard 2024-2025

[LEARN MORE](#)  
Chronic Absenteeism

All Students State



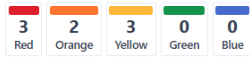
Orange

20.1% chronically absent

Declined 0.8% ↻

**EQUITY REPORT**

Number of Student Groups in Each Color



[View More Details](#) →

## Student Group Details

### All Student Groups by Performance Level

12 Total Student Groups



Red

Homeless

Two or More Races

Socioeconomically Disadvantaged



Orange

African American

Hispanic



Yellow

English Learners

Students with Disabilities

White



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

## **Data Review, Findings, Conclusions, and Action Steps:**

[Westpark Elementary School](#) is 1 of 6 schools in the Southern Kern Unified School District with traditions dating back to July 1, 1962. [Westpark Elementary School](#) has an 981 student body and is served by a dedicated staff.

After reviewing the suspension data above, it has been determined that the number of suspensions maintained at by 0 % according to the CA Dashboard. The subgroup with the highest suspension rate is our African American Students or Students with Two or More Races . In 2024-2025 Westpark had a total of 19 suspensions with the majority for physical offenses. There were no expulsion. Based on the data reviewed there is a need for alternatives to suspension to be put in place and further focus on positive school-wide interventions.

## 2024-2025

When looking at the Westpark’s attendance data on the CA Dashboard, there was a decline in chronic absenteeism by 0.8%. Westpark is moving in the right direction with the decrease in chronic absenteeism. The strategies in place should continue, however a look at finding additional ways to continue improvement will be considered.

<b>Component 1 – People and Programs</b>		
Goal 1: Reduce the number of Suspensions by 10%, with a focus on the subgroups that have a higher suspension rate.		
	Strategies to be Used	Person Responsible
Objective 1:	Implementation of Character Strong in all classrooms.	WES Staff
Objective 2:	Continue PBIS Program and add additional school-wide strategies that incorporate behavior expectations throughout the campus.	WES Staff
Objective 3:	Additional recess times (4 recess times instead of 2) so that we break up grades and there are fewer students are on the playground at a time.	WES Staff
Objective 4:	Implement Alternative Discipline Practices instead of suspension with a focus on the sub groups that have the highest suspension rate.	WES Administration and Staff
Objective 5	Refer students with two or more office referrals for an SST and/or counseling services.	WES Administration Teachers Counselors SST Coordinator

<b>Component 2 - Place</b>		
Goal 1: Train staff on the new CSSP and hold at least 2 lock down drills per year using different scenarios.		
	Strategies to be Used	Person Responsible
Objective 1:	Train staff prior to the school year, as well as annually when the CSSP is reviewed and possibly revised.	WES Administration and staff
Objective 2:	After each drill, have a follow-up discussion at a staff meeting to discuss positives and possible suggestions for improvement.	WES Administration and staff
Objective 3:	Ensure that when the Emergency Drill Schedule is made each year that 2 or more lock down drills are included.	WES Administration

## **G. Safe Ingress and Egress**

### **H. Daily Student Drop-off and Dismissal Procedures:**

#### **In front of the school-:**

- Bus transportation will be in the back of the school before and after school. Walkers enter and exit the school in the front.
- Parents that park either in the school parking lot or in the neighboring streets may walk their students to the gate up at the front of the school. Parents that park in the parking lot are to walk their students to the front of the school by use of the crosswalks.
- There are several staff members at the gate to ensure that only students and staff enter through the open gate.

#### **Parent Vehicle Pick-up:**

- Parents are able to use two areas for drop-off and pick-up, which are the drive-through in the front and back of the school.
- Parents who utilized the back drive-through must wait until the buses have left. In the morning buses leave by 7:05 AM. After School buses leave school by 1:35 PM
- There are several staff members stationed at both drive-through locations to ensure student safety.

## **Map and schedules for staff supervision during school hours, as well as during arrival and dismissal.**

\*\*\* Once zones are clear of students, all aides by the bus pick-up and in the quad area, should report to the back of the school to help with the safe release of the remainder of the students\*\*\*

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## **Description of the Procedures for Campus Visitors**

Westpark is a closed campus, which means that all gates and entrances to the school are locked at all times. Visitors to our campus must ring a doorbell at the front door to the school to gain entry. Once a visitor has entered into the office foyer they are directed to the main office. Visitors are not allowed on campus without checking in with office staff, signing in, and getting a visitor's pass. No one is allowed on campus during the school day without approval by the school administration, unless they are an approved volunteer.

Westpark allows volunteer on campus that have completed the district's volunteer procedures and that have been approved by the SKUSD Board of Trustees. Once approved volunteers must check in with the office upon entering the school to sign in. District approved volunteers are given a volunteer badge with their picture on it that must be used while on campus.

All Westpark staff have been directed to check for visitor or volunteer badges when they see someone on campus that is not a school site employee.

## **AFTER SCHOOL PROGRAM PROCEDURES**

The Westpark After School Program (ASP) runs from the end of the school day until 6:00PM. ASP staff includes: 1 ASP Coordinator, 1 ASP Campus Safety Officer, and 6 ASP Instructors.

While in session all ASP staff have a walkie-talkie radio so that they are able to communicate with one another at all times. The school remains a closed campus with all gates locked during ASP hours. The ASP staff follow the Emergency Response Procedures listed in this document with the exception of that ASP staff notifies the ASP Coordinator if an emergency situation arises. The ASP Coordinator will then notify the Principal, Assistant Principal, or the district EOC.

### **Student Check-in:**

- At the end of the regular school day, ASP students report to a designated location. The location will either be the classroom they are in, the cafeteria, or a designated spot on the playground.
- ASP staff will meet their ASP class at the designated location.
- Roll will be taken and the roll sheet is sent to the school office foyer to an ASP staff member.

### **Release of Student Procedures:**

- ASP staff will ask the person picking up who they are here for.
- Then staff will ask for the student's grade. They will find each student's application in the binder.
- Staff will ask to see a picture ID with the name on it. Only those listed under mother/father/guardian and emergency contacts may sign out a student (check the back of the application as well). If they are not listed on the student's application the student may NOT leave with them.

- Once the parent/guardian or emergency contact has been verified, ASP staff will call for the student on the radio by stating the student's name, grade, and that they are going home. **Staff will absolutely NOT radio for the student(s) until verification of the parent/guardian or emergency contact has been completed.**
- ASP staff will then direct the person picking up the student(s) to the sign-out table appropriate for the students grade level.
- **If a student is not in the grade level book ASP staff will then check the RED FLAGGED book for them. If they are in the RED FLAGGED book staff must DOUBLE CHECK ID's for these students as there is a safety issue.**

# **I. Rules and Procedures on School Discipline**

At Westpark Elementary we have campus safety officers and a campus supervisor on site each day. Their essential duty is to provide a safe environment on campus from the time students and staff members arrive until they leave at the end of each day. They monitor traffic in and out of campus, monitor entrances and exits, and during lunch and recess they monitor students during this unstructured time.

We utilize our classroom para-educators in the cafeteria and play areas to provide our students with extra support and to monitor student behavior. We follow a district approved progressive discipline plan at Westpark; all support staff is aware of the behaviors which would warrant an office referral for further action from site administrators.

## **Purpose:**

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

## **Goals:**

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

- Caring
- Responsible
- Respectful
- Fair
- Compassionate
- Honest
- 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

- Be regular in school attendance and be on time for each class.
- Know and obey school rules and regulations.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

### 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.

### Expectations 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 conference.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

### 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.

### **Basic School Rules:**

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care, and consideration.
- Promptly obey school authorities without argument.
- Conserve and protect school/private property.
- Engage in activities without "body contact."
- Obey all school, playground, etc. rules.
- Use appropriate language.
- Follow district dress standards.

- Use class time wisely.
- Work quietly without disturbing others.
- Respect the rights of others.
- Complete all assignments on time.
- Follow other rules which may be adopted in individual classrooms.

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.

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

1. 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.
2. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, marijuana, alcoholic beverage or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, 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 beverage, or intoxicant.
5. Committed robbery or extortion.
6. Caused or attempted to cause damage to school or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, offered, arranged or negotiated to sell any drug paraphernalia
11. 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.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. (Airsoft guns, etc.)
14. Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
16. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing.
18. 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.

### **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.

### **Youth Development Process**

Southern Kern Unified School District believes in building the assets in our youth for academic, health, and social success. Positive Behavioral Support Plans may be used as a tool for youth development.

### **School Rules/Procedures distributed to staff in our Westpark Staff Handbook:**

#### **PINK SLIPS – not for classroom use.**

1. Bouncing or rolling balls on the sidewalks.
2. Grabbing or pulling each other.
3. Littering.
4. Out of class without permission.
5. Pinching, pushing
6. Playground equipment - Improper use.
7. Restrooms - not using facilities properly.
8. Running on sidewalks and grass areas near classrooms.
9. Standing on lunch tables or benches.
10. Taking other people's food.
11. Yelling near classrooms.

#### **REFERRAL - phone calls to parents. Contact by office personnel. (Flagrant)**

1. Biting.
2. Defiance/disrespect of school personnel.
3. Fighting, kicking, pushing, etc.
4. Spitting on other people.
5. Swearing, insults/teasing.
6. Throwing sand, dirt, rocks, etc.
7. Writing on walls or defacing the school.
8. Flipping up dresses.
9. Harassment/Bullying

#### **CAFETERIA RULES:**

1. All students will eat inside the cafeteria.
2. All students eating a cafeteria lunch must know their ID number.

3. Students will enter the cafeteria through the southwest door.
4. Students will raise hand and wait to be released.
5. Students will exit the cafeteria through the northwest door only.
6. Children will sit to eat, as they arrive at the tables.
7. Students should enter the cafeteria one classroom at a time, **STAY WITH YOUR CLASS**. No mixing of students from different rooms together. If children wish to eat with a friend from their class, have them line up with him/her rather than saving places at the tables.
8. Table, bench and floor must be cleaned before students leave the cafeteria. Trash is to be emptied in the containers provided. Trays are to be stacked neatly, not thrown.
9. Students must be considerate of their tablemates and their belongings.
10. Students may talk quietly.
11. All playground equipment should be placed in the basket in the corner of the cafeteria near the exit door, to be retrieved as students leave the cafeteria.
12. After lunch, students may place their lunch pails on the ground outside the cafeteria by the northeast door and go directly to the playground. Students are not allowed to leave the playground area.

#### **COMPUTER USE:**

1. Do not use the computer without teacher permission.
2. Do not turn the computer on or off without teacher permission.
3. No food or drinks near computers.
4. No magnets or battery operated items near computers.
5. Do not take anything from the computers.

#### **REFERRAL PROCEDURE:**

The use of the four-part referral form relieves much of the burden from teachers as far as keeping track of student behavior throughout the school year, since this will all be handled in the office. It also ensures that parents are made aware of any discipline problems their children may be having in school in a timely manner.

Please remember that referrals should only be written when the student is being referred to the office for discipline purposes. **Most minor offenses can and should be handled in the classroom or on the playground.** Each teacher must have a classroom discipline policy posted in his or her room. These policies generally state that the first offense is a warning, the second offense is a name on the board, the third offense is a call home, and the fourth offense is an office referral. This means that by the time the student gets the office referral **all** previous intervention methods have been tried, **including the call home**. Minor offenses outside of class should be handled in a similar manner. Students who are misbehaving in the sand, grass, blacktop, halls, or cafeteria should be given verbal warnings, and, if that is not sufficient, should be given a time out in an area separate from the other students. If the undesirable behavior continues or if the student is openly defiant, then a referral to the office should be issued. Of course, any behavior that is dangerous to the student or others, or is openly defiant of the teacher's authority, warrants an immediate office referral.

The procedure for using the referral form is as follows:

1. Fill out the form with **all** proper information. Please print student's first and last names. Make sure the description of the occurrence as detailed as possible, stating the specific facts of what happened. **Do not** write the names of other students, since a copy of the referral will be sent home for parent signature. Attach an additional small piece of paper with the name of other students involved to referral. Please make note of the date and time you made contact with parent/guardian on the referral.
2. The person writing the referral keeps the last copy (goldenrod color) and sends the remaining three copies to the office with the student.
3. The student is dealt with in the office and consequences, if any, are assigned. These are written on the referral form. The pink copy goes back to the teacher/aide so he/she can know that the situation was dealt with. The yellow copy goes into the student's discipline file. The top copy goes home with the student for parent signature and return to school. This copy is also filed in the student's discipline file.

### **Classroom Suspension by the Teacher**

Education Code 48910 states "A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Section 48900, for the day of suspension and the day following. The teacher shall immediately report the suspension to the principal or the principal's designee for appropriate action... "As soon as possible, **the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference** regarding the suspension. A school administrator shall attend the conference if the teacher or the parent or guardian so requests."

# I. Emergency/Disaster Response

## DISASTER/EMERGENCY PROCEDURES

All Emergency/Disaster Response Procedures are followed during the regular school day, as well as in the After School Program. During the After School Program hours staff report incidents to the After School Program Coordinator who will then contact the school principal or principal designee.

### FIRE DRILL PROCEDURES:

1. Teachers will inform students that the basic factor in a fire drill is “organized haste”.
2. Students are not to remove the flag from the classroom during a fire drill. Flags are expendable, students are not.
3. Fire drill will be practiced at least once per quarter.
4. Exit map back page.
5. All school personnel and visitors must leave the building, regardless of their activities.
6. Pupils should not take any wraps, books, or personal belongings with them during the fire drill.
7. 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.***
8. After reaching the assigned yard position, the teacher should call or check the roll to be certain every class member is present.
9. 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.
10. Each teacher is responsible to report class status to the principal or designee.
11. Please check your seating arrangement in respect to exit during a fire drill. 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

**If a fire starts anywhere on the school campus:**

### 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. The telephone number is 661-256-2401.
- Notify the (local) Kern County Sheriff’s Office. The telephone number is 661-861-3110.

- Fight incipient fires without endangering life.
- Keep access roads open for emergency vehicles.
- Take roll.
- Notify 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 declare the area safe.

### **FIRE NEAR SCHOOL**

In the event of a fire near the school, the principal\* shall:

- Determine the need to execute Action LEAVE BUILDING.
- Determine whether the students and staff should leave the school grounds.
- If appropriate, take action to evacuate the buildings, and if necessary, the area.
- With the school staff, maintain control of the students at a safe distance from the fire.
- Take roll.
- Notify Principal, Assistant Superintendent, Superintendent, or other school official.
- Determine whether Action DIRECTED TRANSPORTATION, or any further action, should be implemented.
- Students and staff should not return to school until Fire Department officials declare the area safe.

\* If nearby fire poses an immediate threat to the students or the buildings, staff members should take necessary actions to evacuate the buildings.

## **EARTHQUAKE DRILL PROCEDURES:**

For drill purposes, three short bells in rapid succession means an earthquake has struck. Upon hearing these bells, the teacher will instruct the students to drop and take cover under their desks. The teacher, aide, and any other adult present should also take cover. One long bell will signal that the earthquake is over. Evacuate the classroom to the same area as in a fire drill. A single long bell will indicate an all clear.

Proceed back to class after the all clear.

1. **Do not lock your door, prop open.**
2. Classroom number cards should be worn.
3. Have your **disaster books** and **roll book**.
4. No talking is permitted when exiting to playground except in instruction by staff.
5. Parent volunteers must go to the playground.
6. Teachers, all students should be counted during roll. Students attending RSP and Speech will be counted by their service providers.
7. Take roll. Make eye contact!

# EARTHQUAKE

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

## **INSIDE SCHOOL BUILDING:**

- The teacher, or other person in authority, implements Action DROP. \* \*\*
- Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures.
- Implement Action LEAVE BUILDING when the earthquake is over, report to your designated spot on the field.
- Do not return to buildings for any reason until they have been declared safe.
- CSOs should be posted at a safe distance from all building entrances to see that no one re-enters buildings.
- Do not light any fires after the earthquake.
- Avoid touching electrical wires which may have fallen.
- Render first aid if necessary.
- Take roll.
- Request assistance as needed, through channels, from the Emergency Services Office (county or city).
- If you suspect there to be a break in utility lines, contact the lead custodian or Principal. Custodial staff will then notify utility companies of any break, or suspected break.
- The Principal will determine the advisability of closing the school. If necessary, the principal will try to procure the advice of competent authorities about the safety of the building.
- In most parts of California the first shock is the most severe, and subsequent shocks are less intense.
- In a few areas of California there is a historical pattern that indicates subsequent shocks may be more severe than the initial tremor.

## **ON SCHOOL GROUNDS:**

- The teacher, or other person in authority, implements Action DROP. \* \*\*
- The safest place is in the open. Stay there until the earthquake is over.
- Move away from buildings, trees, and exposed wires.
- DO NOT RUN!
- Follow procedures D through J under “Inside School Building” above.

## **ON SCHOOL BUS:**

- If possible, the bus driver will pull to the side of the road away from any buildings and issue command “DROP”, when students are on the bus. On mountain roads, the side of the road may not be the safest place, hence the bus driver should quickly consider the terrain before deciding where to stop.
- Set brakes.
- Turn off ignition.
- Wait until the earthquake is over.

- Follow procedures D through G under “Inside School Building” above.
- Contact transportation at 256-5070 or the Transportation Dept. Supervisor

### **WALKING TO AND FROM SCHOOL:**

- The safest place is in the open. Stay there.
- Move away from buildings, trees, and exposed wires.
- DO NOT RUN!
- After the earthquake, if on way to school, continue to school.
- After the earthquake, if on the way home from school, continue home.

\*\* Action DROP - - students should drop beneath a desk or table in the classroom.

## **SEVERE WINDSTORM**

- Warning: Kern County Sheriff’s Office, telephone number 800-861-3110.
- The U.S. Weather Bureau can usually forecast severe windstorms with a high degree of accuracy. If time and conditions permit, Action GO HOME may be implemented prior to an emergency. However, if high winds develop during school hours with little or no warning, the following Emergency Actions will be accomplished.
- Implement Action TAKE COVER. (Kindergarten and SPED rooms)
- Students and staff should be assembled inside shelters or buildings.
- Close windows and blinds.
- Remain near an inside wall, on the lower floors if possible.
- Avoid auditorium, gymnasium, and other structures with large roof spans.
- Evacuate classrooms bearing full force of wind.
- Keep tuned to local radio station for latest advisory information.
- Take roll.
- Notify utility companies of any break, or suspected break.
- If possible, contact Superintendent, Associate Superintendent or other appropriate school official. (661-256-5000 ext. 1114 or 1138)

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

# HEAT WAVE

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

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

## Extreme Heat Instructions:

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

## Inclement Weather (Hot Weather) practice at Westpark Elementary for the Blacktop (asphalt):

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

This will apply at all break periods – before school, recess, and lunch.

At recess/lunch time, students will not use asphalt area if temperature is 95 degrees or above. At recess/lunch time, students will remain indoors (will call Inclement Weather Day) if the temperature is above 100 degrees.

\*Students will go to the cafeteria

## **LIGHTNING STORM**

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

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

## **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:

- 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.
- All students and staff will be kept at a safe distance, allowing for possible explosion.
- If possible, the Principal will determine whether the aircraft is military, commercial, or a private plane.
- 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 661-861-3110.
- Notify Superintendent or Associate Superintendent.
- The telephone number is 661-256-5000 ext. 1114 or 1138.

## CHEMICAL RELEASE

### **For all Chemical Release Incidents:**

Principal or Designee is responsible for:

- Principal or designee will notify all students, staff, and visitors via intercom, telephone/cell phone, walkie-talkie.
- The principal or designee will check on the welfare of students, staff and visitors regularly and assist with any immediate needs. This can be done via intercom, telephone/cell phone, and/or walkie-talkie
- The principal or designee will provide information to the district EOC, parents/guardians, and/or any other media (PIO) as deemed appropriate.

Teacher/paraprofessionals are responsible for:

- Remain calm- Listen, follow all instructions and do not panic.
- Make sure all students follow instructions.
- Take attendance. Identify students who are missing as well as students who may not be assigned to the class but evacuated with the class.
- Report missing or additional students to school administration.
- Continue to follow all instructions until the all clear is given or updated instructions are provided by school administration/designee.
- Resume activity if in the classroom and stay inside until notified that the danger is over.

### **INSIDE THE CLASSROOM:**

- Isolate spill/released material
- Report the hazard to the appropriate school principal, or designee and district administration.
- Identify and isolate potentially contaminated persons.
- Principal or designee will notify the (local) Kern County Police Department or Sheriff's Office. The telephone number is 661-861-3110.
- Principal or designee will notify the district EOC.
- In coordination with appropriate authorities, determine the need to evacuate the building or to shelter in place.
- Initiate Lockout/Secure Perimeter Response Actions
- Shut down all HVAC systems
- If shelter in place is initiated, assure that windows and exterior doors are closed and locked.
- Office staff will disseminate information that has been provided by law enforcement, fire officials, or district administration.

### **OUTSIDE THE CLASSROOM AND LOCALIZED:**

- Principal/designee will direct staff to remove students from the affected area and proceed upwind of area.
- If necessary, evacuate building upwind of affected area.

- Security/utilities team will isolate and restrict affected area.
- Principal or Asst. Principal will notify 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, take action 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 Principal or Asst. Principal
- Notify the (local) Kern County Fire Department. The telephone number is 256-2401.
- Notify the (local) Kern County Sheriff's Office. The telephone number is 800-861-3110.
- Take roll and notify Principal or Assistant Principal
- The Principal will direct other action as required.
- Students and staff should not return to school if evacuated until Fire Department officials declare the area safe.

## **DEMONSTRATION / WALKOUT**

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

- Notify school administration immediately.
- Notify the (local) Kern County Sheriff's Office. The telephone number is 800-861-3111
- School administration will initiate appropriate response action, which may include a Shelter-in-place.
- School administration will notify Superintendent's Office.
- Site administration team will deploy to pre-identified exit points.
- School administration will designate staff to accompany students going off campus.
- Students not participating will remain in the classroom.
- Teachers will close and lock doors, and staff will close window coverings to protect from flying glass.
- School administration will notify parents of the incident as appropriate.

## **FLU**

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

infected cough or sneeze.

Anyone with a fever or other symptoms of the flu should stay home from work or school until at least 24 hours after the fever is gone (without medications).

Take these common sense steps to stop the spread of germs:

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

## **FOOD AND WATER CONTAMINATION**

This procedure should be followed if site personnel suspect contaminated food or water. It applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination. Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea vomiting or other illnesses.

- Isolate suspected contaminated food/water and restrict access to the area.
- Notify the (local) Kern County Sheriff's Office. The telephone number is 800-861-311
- Notify Superintendent's Office.
- Staff will make a list of all potential affected students and staff.
- Staff will make log of symptoms, the suspicious food/water, quality and character of products.
- Medical first responders will assess the need for medical aid.
- Principal or designee will confer with Kern County Public Health.
- Principal or designee will notify parents of affected students.

## **LOSS OF UTILITIES**

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

- If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the principal or designee immediately.
- Upon notice of loss of utilities the principal or designee will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
- The principal or designee will notify the Maintenance and Operations Department, and will provide the location and nature of emergency.

- The principal or designee will notify the Superintendent of the loss of utility service.
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

## **MOTOR VEHICLE CRASH**

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

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

## **ANIMAL DISTURBANCE**

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

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

## **AUTOMATIC EXTERNAL DEFIBRILLATOR (AED)**

Southern Kern USD has enhanced the safety of its staff, students and visitors by instituting an internal AED Program at all its Campus sites. The purpose of the AED (Automatic External Defibrillator) is to address cardiac emergencies by providing a valuable life saving device as well as training staff as lay AED responders. This will increase the response time in such emergencies. There is one AED located in the Nurse's Office.

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

The AED's are inspected monthly by the site AED Coordinator. This assures the equipment is operable and ready to use during a medical emergency.

## **SUSPICIOUS PACKAGES AND LETTERS**

Be wary of suspicious packages and letters. They can contain explosives, chemical or biological agents. Some typical characteristics which should trigger suspicion are packages that:

- Are unexpected or from someone unfamiliar to you.
- Have no return address, or have one that can't be verified as legitimate
- Have protruding wires or aluminum foil, strange odors or stains.
- Show a city or state in the postmark that doesn't match the return address.
- Are of unusual weight given their size, or are lopsided or oddly shaped.
- Are marked with threatening language.
- Have inappropriate or unusual labeling.
- Have excessive postage or packaging material, such as masking tape and string.
- Have misspellings of common words.
- Are addressed to someone no longer with your
- Have incorrect titles or titles without a name.
- Are not addressed to a specific person.
- Have handwritten or poorly typed addresses.

With suspicious envelopes and packages other than those that might contain explosives, take these additional steps against possible biological and chemical agents.

1. Refrain from eating or drinking in a designated mail handling area.
2. Place suspicious envelopes or packages in a plastic bag or some other type of container to prevent leakage of contents. Never sniff or smell suspect mail.
3. If you do not have a container, then cover the envelope or package with anything available (e.g., clothing, paper, trash can, etc.) and do not remove the cover.
4. Evacuate people from the immediate area and close the door, or section off the area to prevent others from entering.
5. Wash your hands with soap and water to prevent spreading any powder to your face.
6. Report the incident to the Principal immediately. Police and other authorities will be notified immediately.
7. Make a list of all persons in the room when the suspicious letter or package was recognized. Give a copy of the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

## **DISORDERLY CONDUCT**

This may involve a student or staff member exhibiting threatening or irrational behavior. THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

- Principal/designee will Call 911.
- Principal/designee will initiate appropriate immediate response actions, LOCKDOWN, OR EVACUATION.
- Principal/designee will assign a staff member to meet police and escort them to the location of the disturbance.
- Principal/designee will contact Superintendent's office.
- Classes should remain in session, until law enforcement determines the situation is under control.
- If the perpetrator is a student, Police should decide if/when to contact family.

#### **SCHOOL PERSONNEL AT THE SCENE OF THE DISTURBANCE:**

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

## **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.

1. Call 911.
2. DO NOT approach the student.
3. STAY CALM!!!
4. In the safest manner possible, contact the administrator using classroom phone, emergency partner or runner.
5. DO NOT attempt to retrieve the firearm.
6. DO NOT restrain or discipline the student. STAY CALM!
7. 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.

## **BOMB THREAT (Peacetime)**

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

- An announcement will be made to evacuate classrooms, which 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 661-861-3110
- Notify Superintendent or Associate Superintendent.  
The telephone number is 256-5000 ext. 1114 or 1138.
- Students and staff should not return to school until the school administrative officials make such 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 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 environment where the bomb is supposed to be as is i.e. – if 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 provide assistance to the police department if requested.



# 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 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.

1. Sound the school fire alarm.
2. Move to an area of safety and maintain control of students.
3. Render first aid as necessary.
4. Notify the (local) Kern County Fire Department. The telephone number is 256-2401.
1. Notify the (local) Kern County Sheriff’s Department. The telephone number is 661-861-3110.
1. Fight incipient fires without endangering life.
2. Take roll.
3. Notify Principal, Assistant Superintendent, Superintendent, or other appropriate school official.
4. Notify utility companies of a break or suspected break.
5. The school principal will direct further action as required.
6. Students and staff should not return to school until the School Administrator and the Fire Department officials declare the area safe.

THREAT OF EXPLOSION:

1. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.
2. 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.

## **Staff Training Information and Drill Schedule:**

Each year staff will be trained in our schools Emergency/Disaster Response Procedures at the beginning of the school year. They will be provided with a copy of the Comprehensive School

Safety Plan (CSSP), which will be reviewed at the training. Staff will also review outcomes of drills conducted at staff meetings to ensure a better understanding of the CSSP.

Fire Drill Tuesday, August 19, 2025 @ 8:00 am

Fire Drill Tuesday, September 16, 2025 @ 12:45 pm

Earthquake Drill Thursday, October 16, 2025 @ 10:00 am

Lockdown Drill Tuesday, November 18, 2025 @ 8:00 am

Fire Drill Tuesday, December 9, 2025 @ 8:00 am

Earthquake Drill Tuesday, January 13, 2025 @ 12:45 pm

Lockdown Drill Tuesday, February 10, 2026 @ 8:00 am

Fire Drill Tuesday, March 10, 2026 @ 8:00 am

Fire Drill Tuesday, April 7, 2026 @ 12:45 pm

Earthquake Drill Tuesday, May 12, 2026 @ 12:45 pm

# **J. Tactical Responses to Criminal Incidents**

## **SCHOOL SITE ROLES AND RESPONSIBILITIES**

### **A. EMERGENCY OPERATION CENTER**

#### **Meeting Place:**

Grass Quad outside of office.

#### **Personnel:**

1. Principal – Radio
2. Clerk
3. Room 301
4. Room 408

#### **Responsibilities:**

Accounts for all students and staff.

Implements and coordinates the emergency operations.

Controls internal and external communication.

Prepares reports for Superintendent.

Parents on campus, send to playground, need volunteer sheet.

#### **Equipment/Supplies:**

Student Emergency Cards

Campus Keys

Staff Emergency Information

Emergency teacher list and map, showing the location of each teacher station.

#### **Teachers on Emergency Teams:**

First make sure your own students are secure, then proceed to the meeting place.

Instructional Aides should stay with students.

#### **School Attendance:**

Office Clerk- Take classroom roll on playground (Same process as a fire drill) and reports to Secretary.

#### **Staff Attendance:**

Room 408 - Take staff count and report it to Secretary.

## **B. FIRST AID TEAMS**

### Meeting Place:

Grass area by the track.

### Personnel:

1. \*Nurse
2. Room 707
3. \*Room 705
4. Room 701
5. Room 802

### Responsibilities:

Administer first aid and records information about the extent of injuries and first aid administered. Determines need for medical assistance and assures that First Aid Supplies are at the site.

\*Two of the people with an asterisk by name, will pick up the supplies from the Utility Container, located behind the cafeteria.

Equipment/Supplies: Stretchers, blankets, and first aid supplies. (Stored in the Utility Container)

## **C. SWEEP AND RESCUE TEAMS:**

After completion of sweep, report to the field and join your class.

### Personnel:

#### **FIRST TEAM:**

1. Room 310
2. Room 801

Meeting Place: Cover Rooms 301, 310, 311, 321, 320, 203, 204

#### **SECOND TEAM:**

1. Room 602
2. Room 605

Meeting Place: Cover Rooms 601-608 and restrooms

#### **THIRD TEAM:**

1. Room 406
2. Room 407

Meeting Place: Cover Rooms 401-408 and restrooms

#### **FOURTH TEAM:**

1. Room 502
2. Room 503

Meeting Place: Cover Rooms 501-508 and restrooms

#### **FIFTH TEAM:**

1. Cafeteria Manager
  2. Cafeteria Staff Member
- Meeting Place: Cover Cafeteria

Responsibilities:

Proceeds in an orderly and pre-established sweep pattern, checking each classroom, storage room, auditorium, etc., visually, vocally, and physically. Reports the location of all injured students and staff to the First Aid Team.

Equipment/Supplies:

One person from each team will check in with the Emergency Operation Center to pick up master keys. Note - Alternates are not needed for these teams.

Fire Extinguishers: (From nearby rooms - as needed)

Red Ribbons/Yarn\*\*: Pick up from Emergency Operation Center or from Room.

\*\*Note - Each room will have a Red Ribbon/Yarn that should be kept in the Disaster Handbook. Each room will keep their Disaster Handbook in the holder on the wall inside the classroom by the door. If a classroom has a Student “down”, the teacher is to leave the student where they are, *tie the **Red Ribbon/Yarn** on the door handle* and proceed with the remainder of their class to the field. The Sweep and Rescue Team will care for the injured student.

**D. CAMPUS SECURITY TEAM:**

Meeting Place: School Office

Personnel: All CSOs

Responsibilities: Locks all external gates and secures school. Route fire and rescue, ambulance, and police to area of need. Work with REUNION TEAM at main gate.

REUNION TEAM:

1. Room 602
2. Room 402

Responsibilities: Team members stationed at main gate to refer parents.

Equipment/Supplies:

1. Master keys - Check in with Emergency Operation Center to pick up keys.
2. Radios (assigned)

**E. FIRE TEAM:**

After the completion of sweep, report to the field and join your class.

Personnel:

**FIRST TEAM:**

1. Room 311
2. Room 320

Meeting Place: Cover Rooms 301, 310, 311, 320, 321, 203, 204

**SECOND TEAM:**

1. Room 604
2. Room 507

Meeting Place: Cover Rooms 601-608, 505-508 and Restrooms

**THIRD TEAM:**

1. Room 403
2. Room 405

Meeting Place: Cover Rooms 401-408, 501-504 and restrooms

Responsibilities: Confirms existence and location of fire. Notifies main office and secures area.

Equipment/Supplies: Adequate fire extinguisher, water-type fire extinguishers, clothes, blankets, etc. If there is not a fire, this team assists Custodial Team.

**F. STAFF:**

Personnel: ALL CLASSROOM TEACHERS

Responsibilities:

Of individual teacher:

1. Ascertains the extent of injuries and capabilities for class evacuation.
2. Determines the need of assistance for neighboring teachers (Buddy system)
3. Evacuates classroom, using predetermined routes to specific station.
4. Supervises and reassures students throughout the duration of the emergency.

Equipment/Supplies:

Necessary roll call materials and emergency attendance records.  
Red Ribbon/Yarn

**G. CUSTODIAL TEAM:**

Meeting Place: School Office

Personnel:

1. Lead Custodian-Radio
2. All Custodial Staff

Responsibilities:

Checks, utilizes, and takes appropriate action to minimize damage to school site.

Determines resources that are available for immediate school use: food, power, radio, telephone, and sanitary conditions. Surveys and reports the extent of damage to school site. Determines if gas, water, and electrical should be turned off. Check roof for loose wires or damage. Check each building for any dangerous condition.

Equipment/Supplies:

Master keys, two-way radio, clipboard of materials, shovels

**H. PARENTAL COMMUNICATION TEAM:**

Personnel:

MAIN GATE:

1. School Secretary
2. Librarian/Media Tech-Radio

Meeting Place:

Gate 1-REUNION GATE:

1. Room 501
2. Room 706
3. Room 504
4. Rooms 709 & 710

Responsibilities:

MAIN GATE: Process the reuniting of students with their parents or guardians by referring to (1) student emergency cards, (2) class rosters, (3) computer printouts. Dispatches student messengers to secure students and escort them to reunion gate.

REUNION GATE: Confirms that students recognize the requesting individuals and feel secure that all records are kept on students leaving campus.

**I. CAFETERIA TEAM:**

Personnel:

1. Cafeteria Manager
2. Cafeteria Staff Member

Responsibilities: Survey and report the extent of damage to the cafeteria. Survey and report water and food available for immediate use.

**J. STUDENT COVERAGE:**

Personnel: All Campus Safety Officers, Para-educators and support staff Responsibility:

Keep students grouped together by grade level. Calm students.

## **K. CHAIN OF COMMAND:**

In the event of the principal's death, the following personnel will take charge, in the order listed. To be notified by Main Gate personnel.

1. Asst. Principal
2. Principal Secretary

## **L. LOCK DOWN TEAM - If P.A. is not operational:**

Meeting Place: Office

Personnel:

### **RUNNER/SWEEP TEAM:**

1. Assistant Principal
2. Head Custodian
3. Librarian and IT
4. CSO #1
5. CSO's #2, #3, #4

Responsibilities:

1. Assistant Principal- Cover 200 bldg. and Cafeteria (Secure stage area)
2. Head Custodian - Lock all gates and check restrooms
3. Librarian - Cover Comp. Lab, Tech Work Room, and Library
4. CSO 1- Cover 700 and 800 and Portable Bathroom bldgs.
5. CSO's 2, 3, & 4 - Cover 400, 500, & 600 bldgs.

Equipment/Supplies: Radios

## **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 Superintendent or designee 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 County.
  - 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
4. Provide medical care.
5. Provide for mass care needs (i.e. food, water, shelter and sanitation).
6. Do not light fires or touch fallen wires.
7. Be alert for instructions from the administrator-in-charge.
8. 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 designee shall partner up with the Lead CSO 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.

## **ONSITE 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.

- Announcement for Onsite Evacuation will be given. If a change of area location is necessary this will be given in the announcement. If no area location is given, then remain in normal classroom areas.
- Move students/staff inside as quickly as possible.
- Report to classrooms.
- Take attendance. Use email and radios to report missing students.
- Wait for further instructions.
- EXAMPLES: Severe Weather, Hazmat Forest Fire, Gunfire

# **Map for On Campus Assembly Area and Onsite Evacuation**

# 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 student 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 (numbered signs are posted on the far west field fence).

- 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.
- 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.
- Parent/guardian 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 counseling 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 emergency situation occurs, contact the office or administration for directions on how to handle the situation.

## 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 oftentimes it is too late to take action 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.

## **Lockdown: Facility Release** (Evacuation following a lockdown)

### **Action Steps:**

Door will be unlocked by law enforcement or school administration.

- No announcement will be made
- Do not open the door for anyone
- Law enforcement or authorized school administration needing access will have a key.

Follow the specific instructions given

- Everyone remain calm- do not panic, listen to instructions.
- Leave belongings behind- students may take what fits within their pockets.
- Teachers and students form a line at the door.
- Hold hands with the person in front of and behind.
- Walk, do not run- proceed to the next officer and follow directions.
- Verbal directions and/or hand signals may be used.

### **Teachers/paraprofessionals are responsible to:**

At the Evacuation Location:

- Take attendance and accounts for students.
- Identify students who are missing as well as students who may not be assigned to the class but evacuation with the class.

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.

## **WEAPONS FIRED**

If there is a report of shots fired at, or near, a school:

1. Notify sheriff department using 911.
2. Safety is the main concern. Keep everyone in an area under cover and concealed if possible. Stay behind solid walls and doors. Keep away from windows.
3. If the suspect is seen, do not engage the suspect. This could generate a hostage situation.
4. If the suspect is outside, try to keep him/her outside. If it is safe, lock the entry doors.
5. A suspect should be considered armed, unstable and extremely dangerous.
6. All clear will ring when situation/school is safe/secure.

## **ACTIVE SHOOTER**

**NOTE:** There is no definitive best response during these scenarios, but maintaining a *run, hide, and/or fight* mindset can increase the odds of surviving.

## **RUN**

If it is safe to do so, the first course of action that should be taken is to run. When possible, individuals should exit the building through the safest route and proceed to a designated

assembly location(s) or an alternate vetted site. However, given the dynamic nature of an active shooter event, exiting the building, and going to an evacuation site via practiced fire drill routes may put individuals at risk or may not be possible. If doing so is not possible or puts individuals at risk, employees may need to run out of the facility or away from the area under attack and move as far away as possible until they are in a safe location. These options should be clearly conveyed to employees during facility active shooter training and/or exercises.

Despite the complexity of this situation, facility occupants and visitors at risk who can evacuate safely should do so. Recent research shows the best method to reduce loss of life in an active shooter incident is for people to immediately evacuate or be evacuated from the area where an active shooter may be located or attempting to enter.

Staff must:

- leave personal belongings behind;
- put their hands in the air to signal that they are unarmed to law enforcement responders;
- visualize possible escape routes, including physically accessible routes for occupants, visitors, or staff with disabilities and others with access and functional needs; and
- take others with them but not stay behind because others refuse to leave.

Call 911 when safe to do so:

Information to provide to law enforcement or dispatcher:

- Location of active shooter(s)
- Location of caller
- Number of shooters, if more than one
- If there is law enforcement on-site (if known)
- Physical description of shooter
- Type and number of weapons used by shooter(s)
- Use or threat of explosives/IEDs
- If shooting is still occurring
- Number of potential victims at the scene

Because facility occupants may scatter, once in a safe location staff should contact by cell phone 1: Principal (661-805-0746) or if not available 2. Asst. Principal (661-400-5709) so that all staff and students can be accounted for.

## **HIDE**

If running is not a safe option, staff should 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.
- When safe to do so, use strategies to silently communicate with first responders, if possible (e.g., in rooms with exterior windows, make signs to silently signal law enforcement and emergency responders to indicate the status of the room's occupants).
- Hide along the wall closest to the exit but out of view from the hallway (which would allow the best option for ambushing the shooter and for possible escape if the shooter enters or passes by the room).
- Remain in place until given an all clear by identifiable law enforcement.

## **FIGHT**

If neither running nor hiding is a safe option, 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.

Confronting a shooter may be daunting and upsetting for some individuals, but this action can 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.

## **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 suspected intruder.
- If notified, follow lockdown procedures.
- During lockdown, if you see the intruder, contact 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.

# SERIOUS CHEMICAL RELEASE

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 playground.
- Evacuation will be crosswind - never up or downwind. If the wind is north or south, evacuation will be on 35<sup>th</sup> St. If wind is east or west, evacuation will be on Holiday 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 97.7 FM

KAVC 105.5 FM

KMIX 106.3 FM

KUTY 1470 AM

KTPI 103.1 FM

KKZZ 107.9 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.

## K. Continuity of Learning

In the event the schools of the Southern Kern Unified School District and specifically **Westpark Elementary** 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 ParentSquare 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 ParentSquare, 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, **Westpark Elementary** 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 students can comment on, allowing for two-way communication between student and teacher. Teachers are able to provide both synchronous (live instruction) and asynchronous instruction in a distance learning model. **Westpark Elementary** provides each student with a personal device to engage in online distance learning (Chromebooks).

Teachers will transition their coursework 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.

**Westpark Elementary** 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. **Westpark Elementary** 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.

**Westpark Elementary** 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 the goal of the learning outcome. Videos of live instruction or videos of new content that students can watch on their own fall 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 days, 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. This 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, indicating whether the room has been cleaned, 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 or 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 **Westpark Elementary** 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 five days a week initially during the distance learning program. As the school transitions to a blended learning model, teachers will be required to work on site at least two 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 both 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 require significantly more effort from teachers than in-class instruction. With parental 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 continue to meet the needs of its English Learners, Foster Youth, Homeless, and Low-Income Students. Every student has access to a Chromebook. The IT Department, with support from KCSOS, continues to provide over 350 hotspots to families without internet access or those who could not access the internet.

All SKUSD students use adaptive learning software, including IXL, which acclimates to a student's mastery level, providing immediate feedback and support when students need help. Teachers communicate with their students through Google Classroom and Zoom Meetings, enabling 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. 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 throughout the school year, regardless of whether we are in a traditional or distance learning environment, to assist in meeting students' social/emotional needs. They will also communicate with students who refuse to engage. If a teacher or administrator reports that 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 regularly. Home visits to assess Wi-Fi needs will also be made to determine why a student is not engaging with their teacher regularly.

## **Pupil Learning Loss**

Learning loss funding will be utilized during distance learning to create opportunities for students and mitigate the learning loss in the areas of English Language Arts, English Language Development, and Mathematics for the district's most at-risk learners. English Learners, Foster Youth, Homeless, and Low Socio-economic students will participate in afterschool programs to ensure 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 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 students in after-school and Saturday clinics.

To support our English Learners, integrated ELD is critical for ELs to access the material and should be an integral part of lesson planning and delivery in all subject areas. Teachers may need to provide individualized learning experiences using accessible materials, whether digital or print, to meet the needs of English Learners depending on their ELD proficiency level. Teachers will incorporate SDAIE and GLAD strategies when working with EL students, emphasizing academic language.

### **Additional Supports:**

- **Students with Special Needs** – Collaboration with the IEP team and family to ensure students receive the mandates of their IEP. Paraprofessionals will provide additional small-group instructional tutoring.
- **Foster Youth & Homeless Students** – All students receive one-to-one devices and intervention strategies, including academic counseling, student success teams, and Multi-tiered Systems of Support.
- **Low-Income Students** – Access to after-school and Saturday Clinics for additional academic support.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

Ongoing assessments will be conducted throughout distance learning to measure student growth. These assessments will include:

- Formative assessments, program reports, progress reports, and grades
- CAASPP levels, ELPAC scores, and STAR Assessments in ELA and Math
- CAASPP Interim Assessment Blocks for Math
- Student feedback and well-being evaluations

## **Mental Health and Social and Emotional Well-Being**

Staff at **Westpark Elementary** will work with SKUSD administration to monitor and support students' mental health and social-emotional well-being. Our therapists use research-based curriculum and conduct mental health assessments to address areas such as anxiety, depression, and disruptive behaviors. Crisis Intervention Plans, including suicide evaluations and interventions, will also be implemented.

Teletherapy will be used for parents and students, with phone calls and online sessions available. Virtual classrooms will include mindfulness and coping strategies. Mental health therapists will provide teachers with resources for self-care and emotional management.

## **Pupil and Family Engagement and Outreach**

**Westpark Elementary** will implement a revised version of the CDE Daily Participation and Weekly Engagement Template to track attendance, instructional minutes, assignments, and student/parent contact. Teachers will submit this form weekly to the site secretary, who will forward it to the District Office.

Phone calls home by teachers, administrators, or attendance clerks will determine student engagement issues, with solutions such as providing hotspots or home visits for further support.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

Based on extensive stakeholder feedback—including survey data, staff observations, meetings with various committees and bargaining units, as well as other collected data—the following needs, conditions, and circumstances have been identified for our unduplicated students:

- Lack of access to reliable internet connectivity for education
- Lack of access to devices for online learning
- Lack of engaging classroom equipment 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)
- Urgent need for access to social and emotional well-being supports and services
- Additional support needed for English Learners to develop language proficiency

The **Southern Kern Unified School District** has dedicated action items in the Learning Continuity and Attendance Plan based on these identified needs. To support the potential learning loss of unduplicated students, we must ensure that all students have access to their education. SKUSD provides devices such as Promethean Boards, Chromebooks, and connectivity devices (hotspots). We have tested and gathered feedback on various devices to ensure we use what works best for our stakeholders.

Additionally, many unduplicated students lack access to supplemental supports at home to mitigate learning loss, so we are offering **in-person instructional time** based on assessed learning loss. These services will be available as soon as in-person learning resumes. We are also offering mental health and social-emotional well-being services for students and staff. Online therapy sessions and teletherapy communications will transition to **in-person sessions** (or a hybrid model) as county conditions allow.

With our unduplicated students in mind, we have invested in multiple supplemental instructional programs that will be used in distance learning and continue in a hybrid model to provide additional support to accelerate student learning. Teachers will incorporate these additional supports into their core curriculum regularly.

### **Summary of Action Items to Increase or Improve Services for Unduplicated Students**

- **Ensuring access to technology and connectivity** so students can participate in education from home
- **Providing supplemental supports** to accelerate learning progress and mitigate learning loss
- **Ensuring access to paraeducators, psychologists, and mental health therapists** who conduct daily check-ins to provide necessary supplies, mental health, and academic support
- **Offering open office hours with psychologists and mental health therapists** for students to call or Zoom in for social/emotional concerns
- **Providing Math and ELD academies twice weekly, on-site**, focused on addressing the learning loss of unduplicated students due to the COVID pandemic
- **Facilitating weekly teacher PLCs** to analyze data, share successful strategies, and implement small group and differentiated instruction best practices
- **Expanding student attendance monitoring and outreach** to ensure engagement in learning

Students who fail to attend Zoom lessons or respond in Google Classroom receive follow-ups from **teachers, site, and district attendance staff**. If necessary, home visits are conducted by **site and district administrators** when phone calls do not yield a response.

Additionally, **professional development** has been provided to teachers in the areas of:

- Suicide prevention (grades 9-12)
- Technology and distance learning instruction
- English Language Development (ELD) strategies

### **Addressing the Emotional and Academic Toll of Distance Learning**

Being away from a stable school environment, social interactions with peers, and a structured instructional schedule has taken a toll on many students. Paraeducators, psychologists, and mental health therapists conduct **daily student check-ins** to ensure they have the necessary supplies, academic support, and emotional well-being services.

To further support students:

- **Psychologists and mental health therapists** provide open office hours for students to discuss social-emotional concerns.
- **Home visits** are conducted when students show disengagement to assess needs (such as Wi-Fi access).

By continuing these strategies, **Westpark Elementary** and SKUSD are committed to ensuring equitable educational access and well-being for all students.

## 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.

## 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:

- II.** A valid judicial warrant, or
- III.** 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:

5. Classrooms and hallways during the school day
6. Administrative offices
7. Counseling and nurse offices
8. Staff workrooms and records rooms
9. School buses

10. 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:

4. A judicial warrant, subpoena, or court order prohibits notification, or
5. 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:

9. Written parental/guardian consent, or
10. 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:

6. The date, time, and nature of the enforcement request
7. Documentation presented by enforcement officials
8. Actions taken by school staff
9. Parent/guardian notification, including date, time, and method
10. 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.

