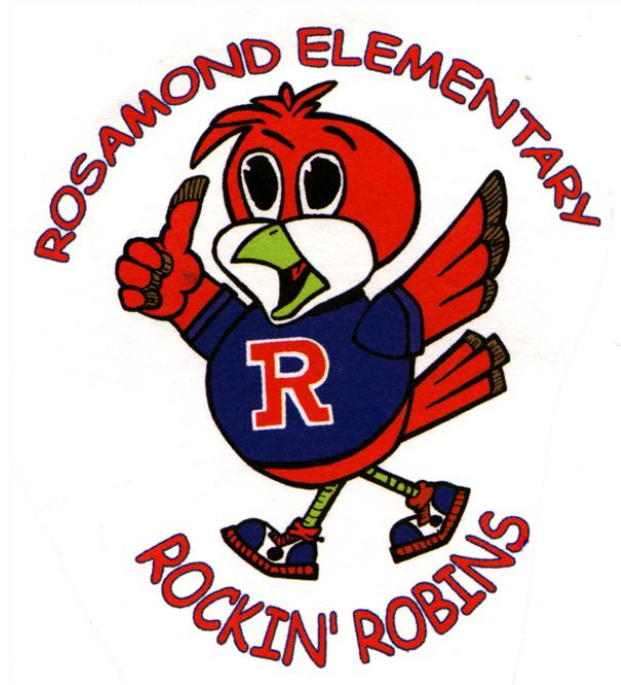


# Comprehensive School Safety Plan (CSSP)

Ed Code 32280-32289

2025-26

## Rosamond Elementary School



## Southern Kern Unified School District

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

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

**Rosamond Elementary School  
Comprehensive School Safety Plan Roster**



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(Nat Adams), Principal

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(Jonna Whitfield), Parent SSC



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(Keith Meyer), (Teacher, School Site Council Secretary)

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(Rebecca Miller), (Assistant Principal)

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## **A. Child Abuse Reporting Procedures**

(Penal Codes 11164-11174.3 and Child Abuse & Neglect Reporting Act)

Southern Kern USD Administrative Regulation 5141.4

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

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

### **Reporting Procedures**

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

### **Staff Training**

All staff are required to:

1. Complete an online training module directed by the district annually, as defined in [Penal Code 11165.7](#), on the mandated reporting requirements. Each staff member receives an email with directions on how to complete the online training within the first 3-5 weeks of school or within the 3-5 weeks of that person's employment.
2. The online training must be completed within the first 6 weeks of each school year or within 6 weeks of that person's employment.

During the beginning of the year training, staff at Rosamond Elementary 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.

Phone # 661-631-6000

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 Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
<b>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 Street City Zip				DATE/TIME OF PHONE CALL	
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
	ADDRESS Street City Zip				TELEPHONE	
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____	
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
	VICTIM'S SIBLINGS		VICTIM'S PARENTS/GUARDIANS		SUSPECT	
1. NAME BIRTHDATE SEX ETHNICITY		NAME BIRTHDATE SEX ETHNICITY		NAME BIRTHDATE SEX ETHNICITY		
2. _____		3. _____		4. _____		
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
ADDRESS Street City Zip			HOME PHONE		BUSINESS PHONE	
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
ADDRESS Street City Zip			HOME PHONE		BUSINESS PHONE	
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
ADDRESS Street City Zip			TELEPHONE			
OTHER RELEVANT INFORMATION						
IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
DATE/TIME OF INCIDENT		PLACE OF INCIDENT				
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)						

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

## **Mental Health Procedures**

### **Suicide Prevention Policy**

Southern Kern USD Board Policy 5141.52

**Original Adopted Date:** 03/06/2019 | **Last Revised Date:** 09/01/2021 | **Last Reviewed Date:** 09/01/2021

#### **Staff Development**

Suicide prevention training shall be provided to teachers, interns, counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. The training shall be offered under the direction of a district counselor, psychologist, and/or social worker who has received advanced training specific to suicide and who may collaborate with one or more county or community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Additionally, staff development shall include research and information related to the following topics:

The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning

1. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors
2. Identification of students who may be at risk of suicide, including, but not limited to, warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
3. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
4. Instructional strategies for teaching the suicide prevention curriculum, promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide
5. The importance of early prevention and intervention in reducing the risk of suicide
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed
8. District procedures for responding after a suicide has occurred
9. Common misconceptions about suicide

The district may provide additional professional development in suicide risk assessment and crisis intervention to district mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

### **Instruction**

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age and developmentally appropriate manner and shall be designed to help students:

1. Identify and analyze warning signs and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and emotional distress, such as feelings of depression, loss, isolation, inadequacy, and anxiety, can lead to thoughts of suicide
2. Develop coping and resiliency skills for dealing with stress and trauma, and building self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults; school resources, including the district's suicide prevention, intervention, and referral procedures; and/or community crisis intervention resources where youth can get help
5. Develop help-seeking strategies and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention
6. Recognize that early prevention and intervention can drastically reduce the risk of suicide

The Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

### **Student Identification Cards**

Student identification cards for students in grades 7-12 shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone

number. (Education Code 215.5)

## **Intervention**

The Superintendent or designee shall provide the name, title, and contact information of the members of the district and/or school crisis intervention team(s) to students, staff, parents/guardians, and caregivers and on school and district web sites. Such notifications shall identify the mental health professional who serves as the crisis intervention team's designated reporter to receive and act upon reports of a student's suicidal intention.

Students shall be encouraged to notify a teacher, principal, counselor, designated reporter, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal, school counselor, or designated reporter, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, discussed, or referred to with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect as required by Penal Code 11164-11174.3. (Education Code 49602)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision and providing comfort to the student until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate steps to ensure the student's readiness for return to school and determine the need for ongoing support.

### **Postvention**

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how to best discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

### **B. Suspension & Expulsion Policies**

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

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

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

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

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

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

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

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

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

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

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**  
**Adopted: November 14, 2018 Rosamond, California**

### **Rosamond Elementary 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.

#### Required Parental Attendance

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

#### Definitions

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

## **Parent Notification of Regulations**

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

## **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.

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

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

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

**Original Adopted Date:** 08/15/2018 | **Last Revised Date:** 02/02/2022 | **Last Reviewed Date:** 02/02/2022

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, 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, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Associate Superintendent  
Human Resources  
2601 Rosamond Blvd.  
Rosamond, CA 93560  
661-256-5000 ext. 1138  
lhargus@skusd.k12.ca.us

### **Measures to Prevent Discrimination**

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
  - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
  - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
  - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
    - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

- ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
  - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
  - d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
  6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
  7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
  8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.
10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is

required to intervene if it is safe to do so. (Education Code 234.1)

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

### **Enforcement of District Policy**

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

### **Process for Initiating and Responding to Complaints**

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the

compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

### **Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students**

*Gender identity of a student* means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

*Gender expression* means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

*Gender transition* refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

*Gender-nonconforming student* means a student whose gender expression differs from stereotypical expectations.

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

*Nonbinary student* means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

*Transgender student* means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender, and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information. The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an

intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

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

### **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.

The Board of Trustees recognizes the harmful effects of bullying on student learning and school

## **SOUTHERN KERN UNIFIED SCHOOL DISTRICT STUDENT DRESS CODE**

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

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

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

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

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

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

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

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

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

### **Gang-Related Apparel**

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

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

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

**Pants:**

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

**Shirts:**

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

**Shoes:**

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

The dress code will be enforced while the student is on any campus in our district, during field trips, and while at before/after school activities, including athletic events. Administrators reserve the right to determine if any article of clothing and/or accessory is not appropriate for the school environment.

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

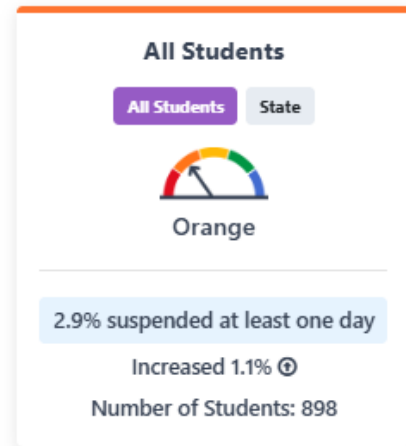
## F. Safe and Orderly Environment

### Rosamond Elementary Suspension/Expulsion Data: CA Dashboard Suspension Rate 2024-25

# Suspension Rate

## All Students

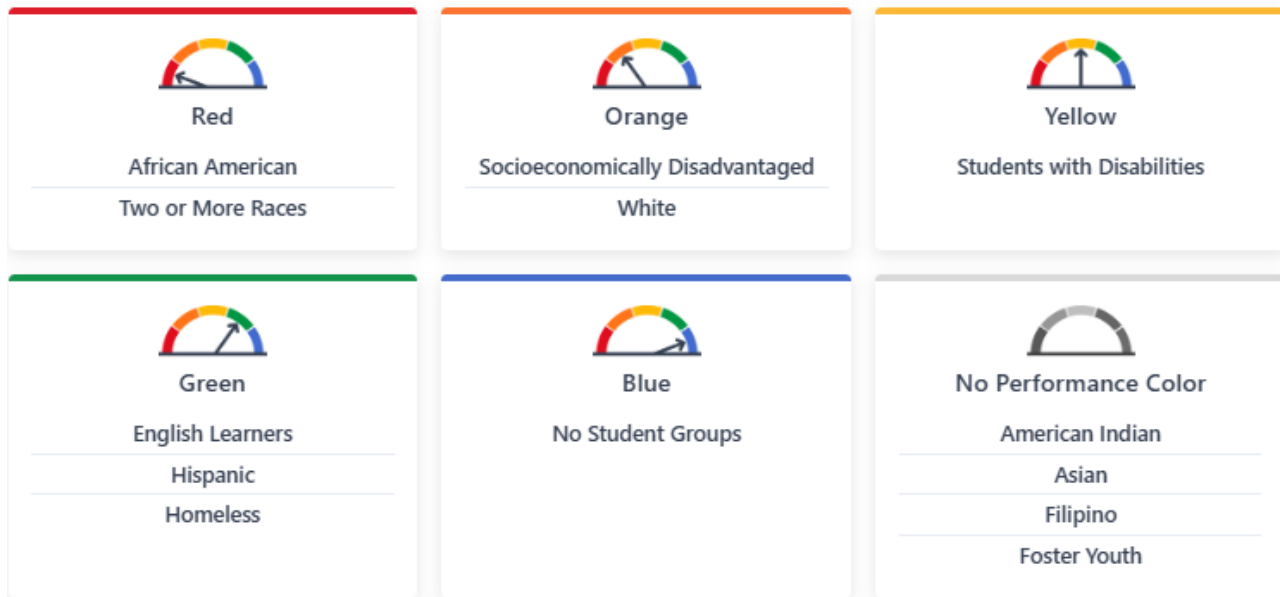
Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



## Student Group Details

### All Student Groups by Performance Level

12 Total Student Groups



Policies & Procedures on Positive School Climate  
 Assessment of the Current Status

<b>Component 1 – People and Programs</b>		
Goal 1: Reduce the number of Suspension Rate by 1.5%, with a focus on the subgroups that have a higher suspension rate.		
	Strategies to be Used	Person Responsible
Objective 1:	Implementation of Character Strong and Hope Squad campus wide. Continue to have staff trained until all staff have had the opportunity to be trained.	RES Staff
Objective 2:	Continue PBIS Program and add additional school-wide strategies that incorporate behavior expectations throughout the campus.	RES Staff
Objective 3:	Additional recess times (5 recess times instead of 2) so that we break up grades and there are fewer students are on the playground at a time.	RES Staff
Objective 4:	Implement Restorative Practices in place of suspension (when appropriate) with a focus on the sub groups that have the highest suspension rate.	RES Administration and Staff
Objective 5	Refer students with five or more office referrals for an SST and/or counseling services (PBIS, Restorative Circles)	RES Administration Teachers SST Coordinator

<b>Component 2 - Place</b>		
Goal 1: Provide updates to the staff on the revised CSSP and hold at least 3 lock down drills per year using different scenarios.		
	Strategies to be Used	Person Responsible
Objective 1:	Inform staff prior to the school year, as well as annually when the CSSP is reviewed and possibly revised.	RES 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.	RES Administration and staff
Objective 3:	Ensure that when the Emergency Drill Schedule is made each year that 3 or more lock down drills are included.	RES Administration

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

### **Supervision of Students**

Each morning as students arrive on campus, four Campus Safety Officers and eight paraeducators are strategically assigned to designated areas to monitor activities; all administrators circulate around the campus greeting and supervising students. During the lunch period, all administrators and four-five Campus Safety Officers patrol the cafeteria, blacktop areas, and playing fields. When students are dismissed at the end of the day, all administrators, 4-5 Campus Safety Officers, 8 Paraeducators 12 assigned teachers share supervision of the bus loading area, walking home students, parent pickup, and designated zones on campus to ensure students leave campus in a safe and orderly manner. Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus facilities. All administrators and teachers on supervision duty carry radios; one radio is permanently located in the main office.

## DUTY SCHEDULE

Duty Schedule 2025-2026

REVISED 1/21/2026

2025-2026 School Year Teacher Coverage	1st Trimester (60 days) Begin: August 18 End: November 14	2nd Trimester (60 days) Begin: November 14 End: March 6	3rd Trimester (60 days) Begin: March 6 End: June 6
Bus 8	Rico/P.E. Paras	Aiken/P.E. Paras	P.E. Paras
Bus 11	Meyer	Dresser	C. Ortiz
Bus 5	Crandall	Oesterle	Starkey
Bus 6	Pasillas	J. Ortiz	Wooding
Bus 7	Admin	Eslick	Admin
Bus 10	Jones	Rogers	Jas. Lopez
Bus 9	Johnson	Reblora	Borne
Gate 2: Walkers	Varela/A.Ortiz	Gomez/1st Grade Gen Ed Para	Gonzalez/2nd Grade Gen Ed Para
Gate 3: Student Supervision & Line Up	Rocco	Ramp	Jam. Lopez
Gate 3: Student Supervision & Line Up	Dyas	Irvine	Long
Parent Pick-up Student Supervisors	RSP and Gen. Ed. Paras	RSP and Gen. Ed. Paras	RSP and Gen. Ed. Paras
Gate 1: Assisting Cars & Calling Students	Gary	Lloyd	Sinclair
Mid-Campus Pavilion(s): Clearing Campus & help where needed	Speech Paras	Speech Paras	Speech Paras
TK/Kindergarten Gate/Kindergarten Bus Duty	Hubkey, Torres, Norman, Alexander, Feinstein, Holmes, Watts, Kinder Paraeducators	Hubkey, Torres, Norman, Alexander, Feinstein, Holmes, Watts, Epshteyn, Kinder Paraeducators	Hubkey, Torres, Norman, Alexander, Feinstein, Holmes, Watts, Epshteyn, Kinder Paraeducators
SPED Buses/Parent Pick-up	Wilson, Denton, Olesen, Gloudemans, Neely, Avante, Agoot, SPED Paraeducators	Wilson, Denton, Olesen, Gloudemans, Neely, Avante, Agoot SPED Paraeducators	Wilson, Denton, Olesen, Gloudemans, Neely, Avante, Agoot SPED Paraeducators

The breakdown for duty is as follows: For the 2025-2026 school year, the duty schedule will be broken into trimesters, instead of quarters. Teachers will serve duty on August 13, 14, 15, and for one trimester. This is a total of 63 days of duty for the school year (60 days in a trimester, plus the first three days of school).

The last day of duty will overlap with the first day of duty in each trimester for teachers to “train” for that duty assignment.

Kindergarten, SPED Teams, and Paraeducators-Thank you for being on duty all year!

Revised 1/21/2026

## Visitors

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

## **ON CAMPUS ASSEMBLY AREA**

### **North side corner of blacktop**

1. Take roll count of students and report findings to administrator-in-charge.
2. Assess medical needs.
3. Request assistance as needed.
  - The Superintendent will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the County Operations Area.
  - The School District EOC Barbara Gains, 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 his designee shall partner up with the School Resource Officer and respond to the Command Post.**

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

## **ON SITE REVERSE EVACUATION**

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

- Outside bell will ring.
- Move students/staff inside as quickly as possible.
- Report to homeroom.
- Take attendance. Use intercom to report missing students.
- Wait for further instructions.
- **EXAMPLES:** Severe Weather, Hazmat Forest Fire, Gunfire

**OFF CAMPUS EMERGENCY EVACUATION SITES**

**THE SCHOOL DISTRICT EOC WILL DETERMINE THE OFFSITE  
EVACUATION OF THE SCHOOL, WHICH IS AT THE TIME  
ROSAMOND HIGH SCHOOL.**

**EVACUATION ROUTES**

## AFTER SCHOOL PROGRAM PROCEDURES

The Rosamond Elementary After School Program (ASP) and Extra Curricular programs runs from the end of the school day until 6:00PM. ASP/EC staff includes: 1 ASP Coordinator, 1 ASP Campus Safety Officer, 6 ASP Instructors and 4-6 Extra Curricular Staff. 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.

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

### **District Rules and Procedures on School Discipline**

(Pursuant to Education Code 35291.5, 48900, et. al)

#### **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:**

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in
- b. self-defense.
- c. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- d. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, marijuana, alcoholic beverage or intoxicant of any kind.
- e. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverages, or intoxicant of any kind, and then either sold, delivered, or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcoholic beverages, or intoxicant.
- f. Committed robbery or extortion.
- g. Caused or attempted to cause damage to school or private property.
- h. Stole or attempted to steal school property or private property.
- i. Possessed or used tobacco.
- j. Committed an obscene act or engaged in habitual profanity or vulgarity.
- k. Unlawfully possessed, offered, arranged or negotiated to sell any drug paraphernalia
- l. 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.
- m. Knowingly received stolen school property or private property.

- n. Possessed an imitation firearm. (airsoft guns, etc.)
- o. Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- p. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- q. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- r. Engaged in or attempted to engage in hazing.
- s. 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.

## I. COVID-19 Safety and Operating Procedures

### COVID Protocol

**Most Recent Update: January 29, 2025**

#### COVID-19 Prevention Procedures (CPP) for Southern Kern Unified School District

This CPP is designed to control employees' exposures to the SARS-CoV-2 virus (severe acute respiratory syndrome coronavirus 2) that causes COVID-19 (Coronavirus Disease 2019) that may occur in our workplace.

#### Authority and Responsibility

**Barbara Gaines, Superintendent** has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the procedures in a language they understand.

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

**Date: January 29, 2025**

As of July 11, 2024, the California Department of Public Health has issued their 2024-25 guidance for TK-12 Schools. The updated guidance includes updates on the latest resources and references on mitigation measures for masking, testing, cleaning facilities, reporting diseases, and health education materials, and the guidance summarized mitigation measures to easily communicate to communities and implement strategies. The CDPH guidance can be found at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Schools/TK-12-Guidance-2024-25-School-Year.aspx>.

From CDPH, the updated mitigation strategies include

Staying Up to Date on Vaccinations  
Optimizing Indoor Air Quality  
Using Face Masks\*  
Maintaining Good Hygiene  
Managing Individuals with Symptoms\*\*  
Cleaning Facilities  
Getting Tested for Respiratory Infections

\*The use of face masks comes from following the Cal/OSHA COVID-19 Non-Emergency Regulations for guidance.

- Employers must allow employees to wear face coverings if they voluntarily choose to do so, unless it would create a safety hazard, such as interfering with the safe operation of equipment.
- Employers must provide face coverings and ensure they are worn when required by orders from the CDPH. Additionally, all employers must:
  - Provide and ensure use of face coverings during outbreaks and major outbreaks.

- Provide and ensure use of face coverings by employee COVID-19 cases when returning to work as follows:
  - For COVID-19 cases with symptoms, face coverings are required until 10 days have passed since COVID-19 symptoms began, or
  - For COVID-19 cases without symptoms, face coverings are required until 10 days have passed from the date of their first positive COVID-19 test.
- No employer shall prevent any employee from wearing a face covering, including a respirator, when not required by these regulations, as specified in section 3205(f)(4). All employees who are working indoors or in vehicles with more than one person can request respirators for voluntary use in compliance with subsection [5144\(c\)\(2\)](#).
- An employer must:
  - Evaluate the need for PPE, including but not limited to gloves, eye protection, and respiratory protection, as required by Cal/OSHA standards.
  - Upon request, provide respirators for voluntary use to all employees who are working indoors or in vehicles with more than one person ("respirator" means a respiratory protection device approved by the National Institute for Occupational Safety and Health (NIOSH) to protect the wearer from particulate matter, such as an N95 mask).
  - When respirators are provided for voluntary use, provide instructions, encourage their use, and ensure the respirator is the correct size for the employee.
  - Provide and ensure use of respiratory protection for employees exposed to procedures that aerosolize saliva or other potentially infectious materials, such as some dental procedures, unless patients test negative for COVID-19, either in the dental office or at home and self-reports.
- Where respirator use is voluntary, the employer may provide respirators at the workers' request, or permit workers to use their own respirators. In this situation, employers are not required to have a written respiratory protection program or medically evaluate and fit test workers. However, the employer must ensure that the workers' use of a respirator will not create a hazard e.g., if the employee is engaged in frequent or continuous strenuous physical activity like continuous heavy lifting. The employer must also provide respirator users with the information contained in California Code of Regulations, Title 8, [section 5144, Appendix D](#). Employers who provide N95s for voluntary use must train employees on how to properly wear the N95, perform a seal check and the fact that facial hair interferes with a seal.

\*\* As of January 9, 2024, the (CDPH) significantly relaxed the rules on COVID exclusion periods, moving away from the 5-day isolation requirement after someone tests positive.

- **Positive Test But NO Symptoms**: they no longer required to be excluded from the workplace.
- **Positive Test But HAS Symptoms**: they must stay home for a minimum of 24 hours. They can return only if they satisfy the following: (1) they have not had a fever for 24 hours without using fever-reducing medication AND (2) other COVID-19 symptoms are mild and improving.
- **Mask Whether Symptomatic Or Not**: Even if someone is allowed to return to the workplace, everyone who tests positive must mask for a minimum of 10 days when around other people indoors. (Day 0 is the symptom onset date or positive test date if they don't have any symptoms.) They may remove the mask sooner than 10 days if they have two sequential negative tests at least one day apart.

**Most Recent Update: March 31, 2023**

## Application of the Southern Kern Unified School District Injury & Illness Prevention Program (IIPP)

COVID-19 is a recognized hazard in our workplace that is addressed through our IIPP, which will be effectively implemented and maintained to ensure the following:

1. When determining measures to prevent COVID-19 transmission and identifying and correcting COVID-19 hazards in our workplace:
  - a. All persons in our workplace are treated as potentially infectious, regardless of symptoms, vaccination status, or negative COVID-19 test results.
  - b. COVID-19 is treated as an airborne infectious disease. Applicable State of California and **Kern County Department of Public Health** orders and guidance will be reviewed when determining measures to prevent transmission and identifying and correcting COVID-19 hazards. COVID-19 prevention controls include:
    - i. Reducing population density indoors.
    - ii. Moving indoor tasks outside.
    - iii. Implementing separate shifts and/or break times.
    - iv. Restricting access to work areas.
    - v. **Maintaining continuous air flow**
    - vi. **Upgraded HVAC filtration systems**
2. Training and instruction on COVID-19 prevention is provided:
  - a. When this CPP was first established.
  - b. To new employees.
  - c. To employees given a new job assignment involving COVID-19 hazards and they have not been previously trained.
  - d. Whenever new COVID-19 hazards are introduced.
  - e. When we are made aware of new or previously unrecognized COVID-19 hazards.
  - f. For supervisors to familiarize themselves with the COVID-19 hazards to which employees under their immediate direction and control may be exposed.

Appendix A COVID-19 **Training Roster** will be used to document this training.

3. Procedures to investigate COVID-19 illnesses at the workplace include:
  - a. Determining the day and time a COVID-19 case was last present; the date of the positive COVID-19 tests or diagnosis; and the date the COVID-10 case first had one or more COVID-19 symptoms. Appendix B Investigating COVID-19 Cases will be used to document this information.
  - b. Effectively identifying and responding to persons with COVID-19 symptoms at the workplace. **Site nurses have been trained on identifying the symptoms of COVID.**

**They have also been trained on how to properly test symptomatic employees using rapid antigen tests**

- c. Encouraging employees to report COVID-19 symptoms and to stay home when ill. **All employees are to continue to email [COVID@sskUSD.k12.ca.us](mailto:COVID@sskUSD.k12.ca.us) to notify the district when testing positive, or when symptomatic and in need a of testing. Signs from CDC and CDPH have been provided to sites to inform staff of signs and symptoms of COVID-19.**
4. Effective procedures for responding to COVID-19 cases at the workplace include:
- . Immediately excluding COVID-19 cases (including employees excluded under CCR, Title 8, section 3205.1) according to the following requirements:
    - i. COVID-19 cases who do not develop COVID-19 symptoms will not return to work during the infectious period.
    - ii. COVID-19 cases who develop COVID-19 symptoms will not return to work during the shorter of either of the following:
      - a. The infectious period.
      - b. Through 10 days after the onset of symptoms and at least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever-reducing medication.
      - iii.Regardless of vaccination status, previous infection, or lack of COVID-19 symptoms, a COVID-19 case must wear a face covering in the workplace until 10 days have passed since the date that COVID-19 symptoms began or, if the person did not have COVID-19 symptoms, from the date of their first positive COVID-19 test.
      - iv.Elements i. and ii. apply regardless of whether an employee has been previously excluded or other precautions were taken in response to an employee’s close contact or membership in an exposed group.
  - b. Reviewing current **California Department of Public Health (CDPH)** guidance for persons who had close contacts, including any guidance regarding quarantine or other measures to reduce transmission.
  - c. The following effective policies will be developed, implemented, and maintained to prevent transmission of COVID-19 by persons who had close contacts. **Per the Kern County Public Health Department, Southern Kern USD will track all positive cases and the number of close contacts.**
  - d. If an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted.
  - e. Upon excluding an employee from the workplace based on COVID-19,**Southern Kern USD** will provide excluded employees information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick leave, workers' compensation law, local governmental

requirements, and **Southern Kern USD** leave policies and leave guaranteed by contract. **An email will be sent to any employee excluded due to a positive COVID-19.**

### **Testing of Close Contacts**

COVID-19 tests are available at no cost, during paid time, to all of our employees who had a close contact in the workplace. These employees will be provided with the information outlined in paragraph (4)(f), above.

Exceptions are returned cases as defined in CCR, Title 8, section 3205(b)(11).

### **Notice of COVID-19 cases**

Employees and independent contractors who had a close contact, as well as any employer with an employee who had a close contact, will be notified as soon as possible, and in no case longer than the time required to ensure that the exclusion requirements of paragraph (4)(a) above, are met.

When Labor Code section 6409.6 or any successor law is in effect, **Southern Kern USD** will:

- Provide notice of a COVID-19 case, in a form readily understandable to employees. The notice will be given to all employees, employers, and independent contractors at the worksite.
- Provide the notice to the authorized representative, if any of:
  - The COVID-19 case and of any employee who had a close contact.
  - All employees on the premises at the same worksite as the COVID-19 case within the infectious period.

### **Face Coverings**

Employees will be provided face coverings and required to wear them when required by a CDPH regulation or order. This includes spaces within vehicles when a CDPH regulation or order requires face coverings indoors. Face coverings will be clean, undamaged, and worn over the nose and mouth.

The following exceptions apply:

1. When an employee is alone in a room or vehicle.
2. While eating or drinking at the workplace, provided employees are at least six feet apart and, if indoors, the supply of outside or filtered air has been maximized to the extent feasible.
3. While employees are wearing respirators required by the employer and used in compliance with CCR, Title 8 section 5144.
4. Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Such employees shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if the condition or disability permits it.
5. During specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed.

If an employee is not wearing a face covering due to exceptions (4) and (5), above, the COVID-19 hazards will be assessed, and action taken as necessary.

Employees will not be prevented from wearing a face covering, including a respirator, when not required by this section, unless it creates a safety hazard.

## Respirators

Respirators will be provided for voluntary use to employees who request them and who are working indoors or in vehicles with more than one person. Employees who request respirators for voluntary use will be:

- Encouraged to use them.
- Provided with a respirator of the correct size.
- Trained on:
  - How to properly wear the respirator provided.
  - How to perform a user seal check according to the manufacturer's instructions each time a respirator is worn.
  - The fact that facial hair interferes with a seal.

The requirements of CCR, Title 8 section 5144(c)(2) will be complied with according to the type of respirator (disposable filtering facepiece or elastomeric reusable) provided to employees.

## Ventilation

For our indoor workplaces we will:

- Review CDPH and Cal/OSHA guidance regarding ventilation, including the CDPH **Interim Guidance for Ventilation, Filtration, and Air Quality in Indoor Environments**. Southern Kern USD will develop, implement, and maintain effective methods to prevent transmission of COVID-19, including one or more of the following actions to improve ventilation:
  - Maximize the supply of outside air to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or maximizing outdoor air by other means would cause a hazard to employees, for instance from excessive heat or cold.
  - In buildings and structures with mechanical ventilation, filter circulated air through filters at least as protective as Minimum Efficiency Reporting Value (MERV)-13, or the highest level of filtration efficiency compatible with the existing mechanical ventilation system.
  - Use High Efficiency Particulate Air (HEPA) filtration units in accordance with manufacturers' recommendations in indoor areas occupied by employees for extended periods, where ventilation is inadequate to reduce the risk of COVID-19 transmission.
  - Determine if our workplace is subject to CCR, Title 8 section 5142 Mechanically Driven Heating, Ventilating and Air Conditioning (HVAC) Systems to Provide Minimum Building Ventilation, or section 5143 General Requirements of Mechanical Ventilation Systems, and comply as required.

In vehicles, we will maximize the supply of outside air to the extent feasible, except when doing so would cause a hazard to employees or expose them to inclement weather.

## **Reporting and Recordkeeping**

Appendix B **Investigating COVID-19 Cases** will be used to keep a record of and track all COVID-19 cases. These records will be kept by **Paul Irving, Director of Human Resources, Classified** and retained for two years beyond the period in which it is necessary to meet the requirements of CCR, Title 8, sections 3205, 3205.1, 3205.2, and 3205.3.

The notices required by subsection 3205(e) will be kept in accordance with Labor Code section 6409.6 or any successor law.

## **RES Learning Continuity Plan**

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

## **Distance Learning Program**

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

A positive for SKUSD in analyzing all three means of educating our students is that state board approved curriculum is provided to students both digitally and in print in all core content areas. Google Classroom is the district's Learning Management System, which allows our teachers to share and store numerous instructional materials, assignments, and assessments. It provides a means for teachers to track student progress and grade work and send notifications and messages to students. Announcements are posted by teachers to the class which the students can comment on allowing for a two-way communication between student and teacher. Teachers are able to provide both synchronous – live instruction and asynchronous instruction in a distance learning model. RES provides each student (grades TK-5) with a personal device to engage in online distance learning (iPads or Chromebooks).

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

RES 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. RES 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.

RES will assess pupil progress by using the CDE developed and SKUSD adopted template to assist in

monitoring attendance, synchronous and asynchronous instruction, instructional minutes, student engagement on a daily basis, and the amount of student work assigned and collected by the teacher. The time value of the work is calibrated on a regular basis by teachers who meet in their Professional Learning Communities (PLC) weekly. The teachers fill out the form daily making sure that the mandated number of instructional minutes required of each grade level are met either through live synchronous instruction, asynchronous videos, office hours or small group instruction depending on what is the goal of the learning outcome. Videos of live instruction or videos of new content that students can watch on their own, falls under the category of asynchronous instruction. Principals and teachers make phone calls home to assess reasons why students are not logging in to the Zoom or Google Classroom instruction.

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

### **Learning Continuity Plan options:**

#### Cohort Option 1

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

#### Cohort Option 2

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

#### Cohort Option 3

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

#### Cohort Option 4

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

### **Staff Roles and Responsibilities**

#### Custodians/Grounds/Maintenance

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

#### IT Department

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

#### Child Nutrition

The Child Nutrition Department will work to keep all children from RES fed on a daily basis, preparing breakfast, lunch, and dinner Monday through Friday. Strategic locations to distribute food will be determined to

accommodate parent needs and to ensure safety for staff, children, and parents.

### Teachers

Teachers will work to provide synchronous and asynchronous learning experiences through the use of digital resources including Google Classroom, Google Meet, Zoom, and others. Teachers will work from home 5 days a week initially during the distance learning program. As the school transitions to a blended learning model, the teachers will be required to work on site at least 2 days per week; once on Wednesdays for PLCs and another day of their choice. All new PIPS, STPS and Intern teachers will have to work at the site five days per week. Parents are a key component in the connection between student and teacher during Distance Learning. Keeping students on task and current with instruction is a tremendous task for the teacher and parents.

Rigorous and quality education can be and is being achieved through Distance Learning. Motivated and talented teachers are providing resources and instruction every day to achieve this goal, but it is not without a cost. Daily communication and guidance with parents and students require hours of effort by the teacher that is extremely more demanding than in class instruction. With parent support, and teacher devotion, students can receive a great educational experience, whether in the classroom or from a distance.

### **Supports for Pupils with Unique Needs**

The additional supports provided by SKUSD has continued to meet the needs of its English Learners, Foster Youth, Homeless, and Low Income Students. Every TK-K student has an iPad and every 1<sup>st</sup>-5<sup>th</sup> student has a Chromebook. The IT Department, with support from KCSOS, continues to provide over 350 Hotspots to families without internet access or could not access the internet.

All SKUSD students use adaptive learning software, including IXL, which acclimates to a student's master level, providing immediate feedback and support when students need help. Teachers communicate with their students through Google Classroom and Zoom Meetings. This enables students to maintain relationships with classmates and teachers, which is critical in continuing students' social and emotional learning.

Our English Learners engage in ongoing English Language Development through the District's ELD curricula. English 3-D curriculum is provided for all designated ELD classes in the high school. ELD instruction will be provided using synchronous learning through Zoom meetings.

All communications are provided in both English and Spanish to further assist our English Learners, Foster Youth and Low-Income Students. We will continue to communicate regularly with the school community through phone and email, and by posting updated information on our website.

Our counselors, psychologists and mental health therapists will continue to work with students and families on their caseloads throughout the school year regardless if we are in a Traditional or Distance Learning environment to assist in meeting the students' social/emotional needs. They will also communicate with students who refuse to engage. If a teacher or administrator reports a student is experiencing emotional or behavioral issues, our counselors will reach out to the family to provide support. We will continue to locate homeless families and children to provide additional resources to them as needed and to ensure they are engaging in their classes on a regular basis. Home visits assessing if there is a need for Wi-Fi will also be made to assess why a student is not engaging with the teacher on a regular basis.

### **Pupil Learning Loss**

Learning loss funding will be utilized during distance learning to create opportunities for students and mitigate the learning loss in the area of English Language Arts, English Language Development and Mathematics for the districts most at risk learners. English Learners, Foster Youth, Homeless and Low Socio-economic students will participate in the afterschool programs to ensure that they have equitable access to the same free, appropriate public education as their peers.

### **Pupil Learning Loss Strategies**

Any extended break from traditional learning is expected to cause some learning loss. The continuation of

Distance Learning may serve to exacerbate the learning loss experienced by students. Afterschool and Saturday Academies will be offered to mitigate the learning loss in ELA and Math for ALL students. Standards Plus Curriculum was purchased and will be used to support the learning loss in students for the after school and Saturday Clinics.

To support our English Learners, integrated ELD is critical for EL's to access the material and should be an integral part of the lesson planning and delivery in all subject areas. Teachers may need to provide individualized learning experiences using accessible materials, whether they are digital or print to meet the needs of the English Learner depending on the ELD proficiency level. English Learners in Elementary School will be leveled in a designated ELD class until proficiency is met and reclassification occurs. Teachers will incorporate SDAIE and GLAD strategies when working with our EL students emphasizing Academic Language.

Students with Special Needs - may require some form of collaboration with the IEP team and family to make sure the student is receiving the mandates of the IEP. Gauging the needs of the family is the first step in supporting the student and to ensure the student is reaching their IEP goals and objectives. Utilizing the Paraprofessionals to provide additional small group instructional tutoring is another strategy used to provide meaningful access to learning opportunities for students with special needs.

Foster Youth – Initially all Foster Youth are provided a one-to-one device that enables them to complete required work in Google Classroom and in Zoom sessions. All students in need have accessibility to intervention strategies; including but not limited to: academic counseling, student success teams, Multi-tiered Systems of Support to address the needs of the whole student, and Section 504 Plans.

Homeless – Initially all Homeless Youth are provided a one-to-one device that enables them to complete required work in Google Classroom and in Zoom sessions. All students in need have accessibility to intervention strategies; including but not limited to: academic counseling, student success teams, Multi-tiered Systems of Support to address the needs of the whole student, and Section 504 Plans.

Low-Income - Initially all Low-Income Youth are provided a one-to-one device that enables them to complete required work in Google Classroom and in Zoom sessions. All students in need have accessibility to intervention strategies with after school and Saturday Clinic, including but not limited to: academic counseling, student success teams, Multi-tiered Systems of Support to address the needs of the whole student, and Section 504 Plans.

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

On-going assessments to address the learning loss suffered by students will be measured periodically throughout the period of distance learning to assess for growth. Measurements to determine effectiveness of the intervention strategies include but are not limited to improvements in the following: on-going formative assessments, program reports, progress reports, grades, assessment results, benchmarks, CAASPP levels, ELPAC scores, STAR Assessments in ELA and Math, CAASPP Interim Assessment Blocks for Math used at the elementary school, and overall student feedback and well-being.

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

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

We will use tele therapy as a means of communication for our parents and students. We will make phone calls to check in on them as well as hold online therapy sessions. Some of the supports are virtual classrooms with clickable links and resources for mindfulness and coping strategies.

They will work to create an online environment with our students that fosters a space where students feel safe, have a sense of belonging and can access resources from online supports for mindfulness and coping strategies. Therapists will utilize a virtual classroom with clickable links to such supports. They will also provide opportunities during counseling for all students to share their thinking including brainstorming ideas, talking through misconceptions, or providing solutions to problems. This helps to encourage and foster the core of SEL by opening the door to navigate feelings & actions. The goal is to help teachers and students identify and manage their emotions by creating spaces for them to be self-reflective, which will help them make better decisions for themselves and their students.

Our Therapists will also work to provide teachers with tools and resources to also teach them the importance of SEL for themselves, making sure they are able to appropriately identify and manage their emotions. Through networking and sharing SEL resources and training with teachers, the mental health therapists can help to set our teachers up for success in managing their own struggles and thus better help their students. It's helpful to also look for opportunities to provide praise to teachers and students alike when they make even small social emotional strides and celebrate early and sustained wins in their learning and management of emotions. We will send out resources monthly to our staff to aid with any questions or concerns that their students have for them, as well as hold meeting times separately for our staff and students to come and log on if they need support or have questions during this time.

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

RES will implement a revised version of the CDE Combined Daily Participation and Weekly Engagement Template to monitor attendance, synchronous and asynchronous instruction, Summary of the Assignments, Student and Parent Contact, Days Assigned Work was submitted, and Assessment dates weekly. Each teacher will be required to complete and submit this form on Mondays to the Secretary, who will then send them to the District Office for review. Documenting this data allows the teacher to follow-up with any student/parent not engaging on a regular basis during distance learning to assess what is the reason. It could be a Wi-Fi issue at home that might be remedied with a Hotspot. Phone calls home by the teacher, Administrator or Attendance Clerk will determine if the student is still a registered student in SKUSD or if there is a reason why the child is not engaging on a daily basis. All district and site communication will be provided in both English and Spanish for our parents.

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

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

- Lack of access to reliable internet connectivity to access their education
- Lack of access to devices to connect wirelessly to the internet for access to their education
- Lack of engaging equipment in the classroom to spark motivation, curiosity, and promote discussion/collaboration among students
- Intensive and comprehensive supplemental academic instruction and supports will be necessary to mitigate learning loss
- Lack of school connectedness is causing mental health and social emotional distress (for students and staff)
- Access to social and emotional well-being supports and services is urgently needed
- English Learners need additional support for language proficiency

The Southern Kern Unified School District has dedicated action items in the Learning Continuity and Attendance Plan based on these identified needs. In order to support the potential learning loss of unduplicated students we must ensure that all unduplicated students have access to their education. SKUSD provides access to devices such as Promethean Boards, Chromebooks as well as connectivity devices (hotspots). We have invested

in and tried various devices and taken feedback on the devices throughout the process to ensure that we are using what works best for our stakeholders as per their feedback. Additionally, our unduplicated students tend not to have access to supplemental supports to mitigate their learning loss at home, so we are offering in person instructional time based on assessed learning loss. We plan on offering these services as soon as we are able to get back to In-Person learning. We are also offering mental health and social emotional well-being services for students and staff. Online therapy sessions and tele-therapy communications will transition to in person sessions (or a hybrid model) as the county is able to reopen safely. With our unduplicated students in mind first, we have invested in multiple supplemental instructional programs that are to be used in distance learning and will be used as we are able to transition to a hybrid model so that our students have the additional supports necessary to accelerate their learning. Teachers will utilize these additional supports to supplement their core curriculum on a regular basis.

In summary, action items in the Southern Kern Unified School District's Learning Continuity and Attendance Plan increase or improve services for low-income, English Learner, and foster youth students by:

- Ensuring that our students have technology and connectivity in order to be able to access their education from their home
- Ensuring that students have additional supplemental supports to accelerate their learning progress and to mitigate learning loss
- Ensuring access to para educators, psychologists, and mental health therapists that do daily check-ins with groups of students to make sure that they have the necessary supplies, mental health and academic support
- Ensuring access to psychologists, and mental health therapists who are offering open office hours for students that would like to Zoom or call in with social/emotional concerns
- Ensuring that Math, ELA, academies are provided twice weekly, onsite for students, which will focus on the learning loss of our unduplicated students attributed to the COVID pandemic over the last several months.
- Ensure that teacher PLC's are being held weekly in support of mitigating student learning loss based on assessments as they share successful strategies, analyze data, small group and differentiated instruction best practices, diagnosing student needs, and moving from adult centered needs to a focus on students.

In addition to the action items included within this plan, the Southern Kern Unified School District will meet the increased or improved services requirement for unduplicated students through other ways including providing additional supports for students including attendance monitoring.

Students that fail to show up to Zoom lessons or respond to teachers in Google Classroom are called by teachers, and site/district attendance staff. Home visits are also made by site and district administrators if calls do not elicit a satisfactory response. Additionally, professional development has been offered to teachers in the areas of suicide prevention (grades TK-5), technology, distance learning instruction, and English Language Development.

Students being away from a stable environment, socialization with peers, and an instructional schedule has taken a toll on many. There are para educators, psychologists, and mental health therapists that are doing daily check-ins with groups of students to ensure that they have the necessary supplies, mental health and academic support. Psychologists, and mental health therapists will be offering open office hours for students that would like to Zoom or call in with social/emotional concerns.

## **J. Emergency/Disaster Response Procedures**

### **SITE EVACUATION ROSAMOND ELEMENTARY SCHOOL**

#### **DISASTER PLAN 2024-2025**

#### **EMERGENCY OPERATION PLANS AND PROCEDURES**

The possibility of an earthquake, fire, or other natural or manmade disaster in Rosamond is not unthinkable. When there is an emergency such as an earthquake or explosion utilize the duck and cover technique. When, in your opinion, it is safe to do so, evacuate the room as you would in a fire drill. Teachers who have special assignments will carry out the procedures in section F before reporting to your group. All personnel who do not have specific assignments will remain on campus and report to the playground (or designated safe area) to help supervise the children. Anyone finished with their specific assignment will report to the playground/designated area or the emergency operation center for further directions.

This plan is to be followed any time that students are evacuated and teachers receive word that they are not returning to the classrooms. Additional plans for fire/evacuation, earthquake/explosion, look down drills, bomb threats, etc. are listed after this plan.

Students and staff proceed to their designated area as per regular fire drill. Students should bring all personal belongings that can be gathered in one grab. Teachers should bring class rosters and first aid kits.

After attendance has been checked and fire marshals have been advised, staff members should report to their assigned duty stations.

Teachers on Emergency Teams: First, make sure you have accounted for your own students and they are safe. When you turn over your students to the Student Supervision teachers, give the teachers your class roll list. Then proceed to your Emergency Team.

## **A. EMERGENCY OPERATION**

Central Meeting Place: Blacktop

by Restrooms Personnel: Principal,

Principal's Secretary Responsibilities:

1. Accounts for all students and staff
2. Implements and Coordinates the emergency operations
3. Controls internal and external communications

Equipment/Supplies: Copy of disaster plan, class lists, Master Absence List, First Aid kit, walkie-talkies

Three Paraeducators will be assigned to the emergency operations center to serve as messengers.

## **B. FIRST AID TEAMS**

**Meeting Place: South end of Blacktop/Basketball courts**

Personnel: Teachers

1. Teacher Room 39
2. Teacher Room 34
3. School Nurse
4. Teacher Room 38

Responsibilities:

Administers first aid and records information on extent of injuries and first aid given.  
Determines need for medical assistance and assures that the following items are at the site:

1. First aid supplies
2. Emergency cards are at reunion gate; checks for special medical needs
3. Health cards

Equipment/Supplies: Stretchers, blankets, and first aid supplies, wheelchair

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

Personnel: Teachers

- |                    |                       |
|--------------------|-----------------------|
| 1. Teacher Room 1  | Rooms 1 – 8           |
| 2. Teacher Room 12 | Rooms 9-12 and 21-24  |
| 3. Teacher Room 13 | Rooms 13-16 and 17-20 |
| 4. Teacher Room 26 | Rooms 25-28 and 37-40 |
| 5. Teacher Room 33 | Rooms 29-36           |
| 6. Teacher Room 40 | Rooms Admin bldg.     |

Responsibilities:

Proceeds in an orderly and pre-established sweep pattern (see assigned rooms above), 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.  
Reports building damage to the custodial team.

Equipment/Supplies: fire extinguishers, markers, poster board, chalk, gloves

### **D. CAMPUS SECURITY TEAMS**

Meeting Place: Cover shelter west quad

Personnel: **Campus Safety Officers**

Responsibilities:

Locks all external gates and secures school. Team members stationed at main gate to refer parents. Route fire, rescue, ambulance and police to area of need.

Equipment/Supplies: two-way radio

### **E. FIRE TEAM**

Meeting Place: Office Quad

Personnel: Teachers

1. Teacher Room 28

## 2. Teacher Room 32

### Responsibilities:

Confirms existence and location of fire. Notifies main office; Rescues students using appropriate fire control, equipment, and secures the 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:

Ascertain the extent of injuries and capabilities for class evacuation. 2. Determines the need for assistance for neighboring teachers (buddy system). 3. Evacuates classroom using predetermined routes to specific station. 4. Post clear/not clear sign on classroom door. 5. Takes roll and reports class status. 6. Supervises and reassures students throughout the duration of the emergency.

Equipment/Supplies: Necessary roll call material, emergency and attendance records.

## **G. CUSTODIAL TEAMS**

Meeting Place: Cover shelter east quad

Personnel: All Custodians 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. Checks each building for any dangerous condition.

Equipment/Supplies: Master keys, two-way radio, clipboard of materials

## **H. PARENTAL COMMUNICATION TEAM/ REUNION TEAM**

**Main Gate: Gate at Glendower Street. Clerk and Assistant Principal Reunion**

**Gate: Gate at Rosamond Blvd/Library Tech and Teacher Room 20**

Responsibilities: Uniting children with their parents/guardians

Main Gate: Immediately begins to process the reuniting of students with their parents or guardians by referring to: (1) emergency cards (2) class rosters (3) computer printout

(4) sign out sheets. Dispatch student messengers (fifth graders) to secure students and escort them to Reunion gate.

Reunion Gate: Confirms that students recognize the requesting individuals and feel secure in their custody. Requires that requesting individuals sign for the students and reassures that all records are kept on students leaving campus.

**I. CAFETERIA TEAM Personnel:**

All Cafeteria Workers\_

Responsibilities:

Survey and report the extent of damage to kitchen and Halsey Auditorium. Survey and report on water add food available for immediate use.

**SITE EVACUATION  
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**East campus**

Teachers on Emergency Teams: First, make sure you have accounted for your own students and they are safe. When you turn over your students to the Student Supervision teachers, give the teachers your class roll list. Then proceed to your Emergency Team.

**A. EMERGENCY OPERATION**

**CENTER** Meeting Place: Hallway by

restrooms Personnel: CSO TK, Library Tech\_

Responsibilities:

1. Accounts for all students and staff
2. Implements and Coordinates the emergency operations
3. Controls internal and external communications

Equipment/Supplies: Copy of disaster plan, Class lists, Master Absence List, First Aid kit, walkie-talkies

Three Paraeducators will be assigned to the emergency operations center to serve as messengers.

## **B. FIRST AID TEAMS**

**Meeting Place: Grass Field**

Personnel: Teachers

1. Teacher Room 10
2. Teacher Room 9
3. Teacher Room 7

### Responsibilities:

Administers first aid and records information on extent of injuries and first aid given.  
Determines need for medical assistance and assures that the following items are at the site:

1. First aid supplies
2. Emergency cards are at reunion gate; checks for special medical needs
3. Health cards

Equipment/Supplies: Stretchers, blankets, and first aid supplies, wheelchair

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

Personnel: Teachers

1. Teacher Room 15                      Rooms 2-4, 8-10, 13, and 15
2. CSO

### Responsibilities:

Proceeds in an orderly and pre-established sweep pattern (see assigned rooms above), 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.  
Reports building damage to the custodial team.

Equipment/Supplies: fire extinguishers, markers, poster board, chalk, gloves

## **D. CAMPUS SECURITY TEAMS**

Meeting Place: Fire Entrance

**Personnel:** Campus Supervisors

1. Custodian: Lock gates by room 9, room 12\_

Responsibilities:

Locks all external gates and secures school. Team members stationed at main gate to refer parents. Route fire, rescue, ambulance and police to area of need.

Equipment/Supplies: two-way radio

## **E. FIRE TEAM**

Meeting Place: Office Quad

Personnel: Teachers

1. Campus Safety Officer East Campus

Responsibilities:

Confirms existence and location of fire. Notifies main office; Rescues students using appropriate fire control, equipment, and secures the 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:

Ascertain the extent of injuries and capabilities for class evacuation. 2. Determines the need for assistance for neighboring teachers (buddy system). 3. Evacuates classroom using predetermined routes to specific station. 4. Post clear/not clear sign on classroom door. 5. Takes roll and reports class status. 6. Supervises and reassures students throughout the duration of the emergency.

Equipment/Supplies: Necessary roll call material, emergency and attendance records.

## **G. CUSTODIAL TEAMS**

Meeting Place: Cover shelter east quad

Personnel: All Custodians

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. Checks each building for my dangerous condition.

Equipment/Supplies: Master keys, two-way radio, clipboard of materials

## **H. PARENTAL COMMUNICATION TEAM/ REUNION TEAM**

**Main Gate: Gate at Glendower Street. Clerk and Assistant Principal Reunion Gate:**

**Gate at Rosamond Blvd. Library Tech and Teacher Room 20**

Responsibilities: Uniting children with their parents/guardians

Main Gate: Immediately begins to process the reuniting of students with their parents or guardians by referring to: (1) emergency cards (2) class rosters (3) computer printout (4) sign out sheets. Dispatch student messengers (fifth graders) to secure students and escort them to Reunion gate.

Reunion Gate: Confirms that students recognize the requesting individuals and feel secure in their custody. Requires that requesting individuals sign for the students and reassures that all records are kept on students leaving campus.

I. CAFETERIA TEAM Personnel:

All Cafeteria Workers\_

Responsibilities:

Survey and report the extent of damage to kitchen and Halsey Auditorium. Survey and report on water add food available for immediate use.

If the administrator-in-charge decides that eminent 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.

- Walkers will stay on the sidewalks and proceed to the next designated alternate site. The assembly area will be in the Gate at Glendower Street. This area will be used for short-term evacuations.

- Buses – to evacuate by bus the administrator-in-charge is to 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 North Desert Street. 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.

### **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

## **OFF-SITE EVACUATION**

If the administrator-in-charge decides that eminent 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 counselling services are needed.

### **DISASTER/EMERGENCY PROCEDURES**

#### **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 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, 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 evacuation via District Transportation is needed or any further action, should be implemented.
- Students and staff should not return to school until Fire Department officials declare the area safe.

## **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 **rollbook**.
- 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:

### **I. INSIDE SCHOOL BUILDING:**

- The teacher, or other person in authority, implements Action DUCK AND COVER
- 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 from the Emergency Services Office (county or local).
- If you suspect there to be a break in utility lines, contact the lead custodian and 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.

### **II. ON SCHOOL GROUNDS:**

- The teacher, or other person in authority, implements Action Drop and stay in place.
- 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.

### **III. 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

### **IV. 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 661-861-3110.
- 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, Assistant Superintendent or other appropriate school official. (661-256-5000 ext. 1113 or 1114)

### **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 Rosamond Elementary for the Blacktop (asphalt):**

<b>Asphalt Area</b>	<b>90-94 Degrees</b>	<b>95-99 Degrees</b>	<b>100+ Degrees</b>
	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.
<b>Type of Exercise</b>	Limited exercise No running	Stretching on Grass or Shaded Area	No exercise outside.
<b>Activities</b>	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
<b>Water</b>	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

### **LIGHTING 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:

l. 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 661-256-2401.
- Notify the (local) Kern County Police Department or Sheriff's Office.
  - The telephone number is 661-861-3110.
- Notify Superintendent or Assistant Superintendent.
  - The telephone number is 661-256-5000 ext. 1113 or 1138.

### **CHEMICAL RELEASE**

#### **INSIDE THE CLASSROOM:**

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

#### **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 until Fire Department officials declare the area safe.

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

- The decision to evacuate will be made by the school principal or designee on the advice of the Kern County Sheriff's Department.
- Depending on the location of the threat, the earthquake bell or the fire bell will be used to sound the alert. The earthquake bell keeps students in the classroom and the fire bell evacuates them to the 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	KMIX 106.3 FM	KAVC 105.5 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.

### **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 School Resource Officer or call 911.
- 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.

### **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.
- Call 911.
- 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:

1. Are unexpected or from someone unfamiliar to you.
2. Have no return address, or have one that can't be verified as legitimate
3. Have protruding wires or aluminum foil, strange odors or stains.
4. Show a city or state in the postmark that doesn't match the return address.
5. Are of unusual weight given their size, or are lopsided or oddly shaped.
6. Are marked with threatening language.
7. Have inappropriate or unusual labeling.
8. Have excessive postage or packaging material, such as masking tape and string.
9. Have misspellings of common words.
10. Are addressed to someone no longer with your
11. Have incorrect titles or titles without a name.
12. Are not addressed to a specific person.
13. 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. Leave the room 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.

### **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.

### **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. Remain calm
4. In the safest manner possible, contact the administrator using classroom phone, cell phone, emergency partner or runner.

5. DO NOT attempt to retrieve the firearm.
6. DO NOT restrain or discipline the student. Remain 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 800-861-3110
- Notify Superintendent or Assistant Superintendent. The telephone number is 256-5000 ext. 1113 or 1119.
- 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.

# BOMB THREAT CHECKLIST

## 1. Initial Actions

Time of call:      AM/PM	<b>Do not hang up!</b> Keep caller talking.
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## 2. Exact Wording of Threat


## 3. Questions to Ask

When is the bomb going to explode?	
Where exactly is the bomb?	
When did you put it there?	
What does the bomb look like?	
What kind of bomb is it?	
What will make the bomb explode?	
Did you place the bomb?	
What is your name?	
Where are you?	
What is your address?	

## 4. Listen For:

VOICE: accent/impediment/tone/speech/diction/manner
LANGUAGE: polite/incoherent/irrational/taped/read out/abusive
NOISE: traffic/voices/machinery/music/ noises on the line/local call/STD
OTHER: sex of caller/estimated age

## 5. After the Call

Note the time of the end of the call:	AM/PM
Name of recipient (print):	
Signature:	Date:
<b>Report the call to your Site Administrator, who will contact the Police.</b>	

## **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/Earthquake/Lockdown Drills  
2025-2026**

**Fire Drill Thursday, August 28, 2025 @ 8:45am**

**Lock Down/Evacuation Drill Thursday, September 16, 2024 @ 1:08pm**

**Earthquake Drill Thursday, October 16, 2025 @ 8:30am (Great American Shake Out)**

**Lockdown/Shelter in Place Drill Thursday, November 4, 2025 @ 1:15pm**

**Earthquake Drill Thursday, December 11, 2025 @ 8:55am**

**Earthquake Drill Thursday, January 15, 2026 @ 1:05pm**

**Earthquake Duck and Cover Drill Thursday, February 17, 2026 @ 8:35am**

**Lockdown w/ Evacuation Drill Thursday, March 19, 2026 @ 1:10 pm**

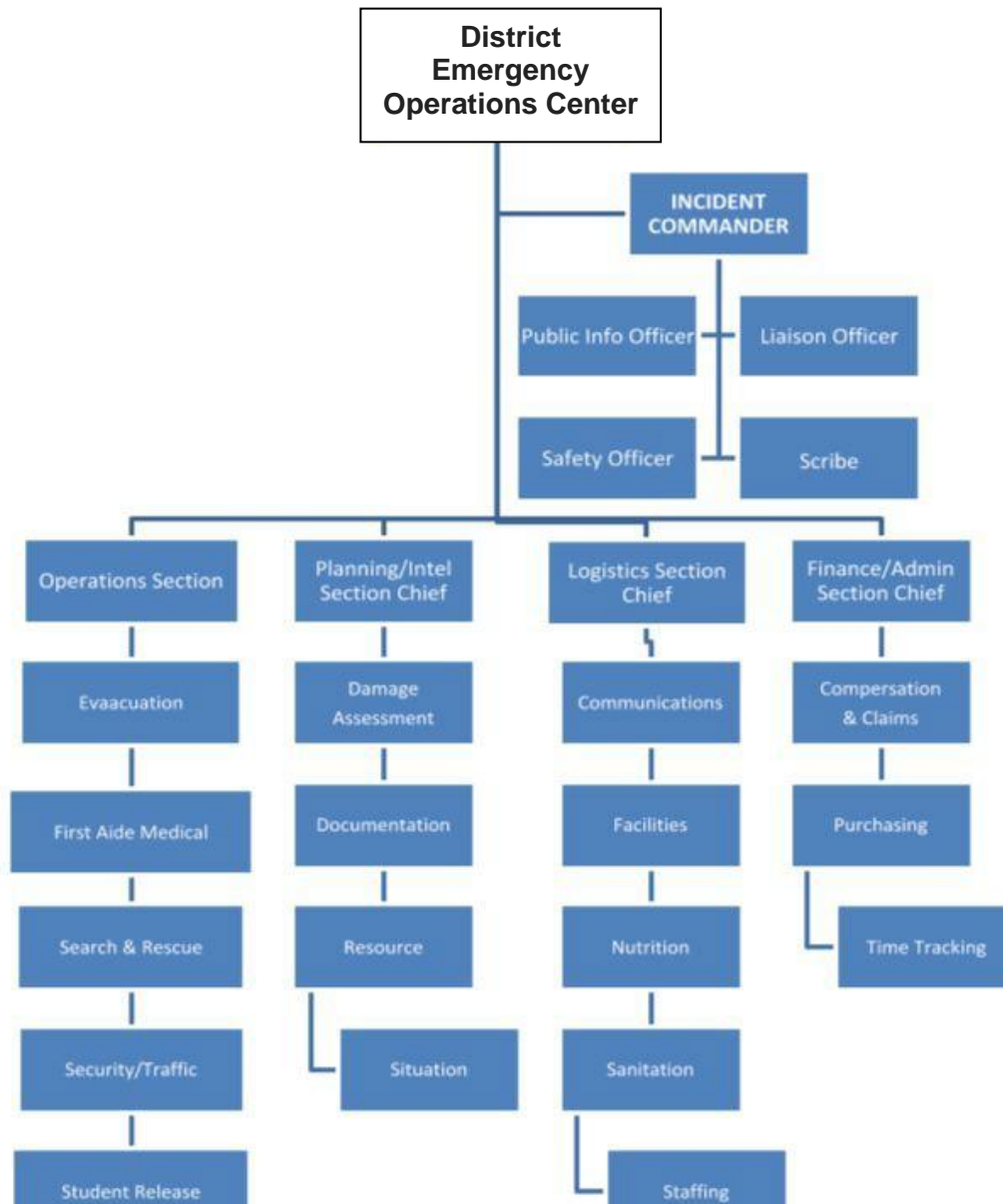
**Fire Drill Tuesday, April 16, 2026 @ 1:10pm**

**Earthquake Drill Thursday, May 14, 2026 @ 8:35am**

**Revised 9/15/25**

## K. Tactical Responses to Criminal Incidents

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



Use this section to outline tactical responses to criminal incidents occurring on or in the vicinity of your campus. This includes procedures related to individuals with guns on school campuses. Age-appropriate procedures, drills and exercises should be considered to prepare for and respond to active assailants or hostile persons on or near campuses.

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

## **LOCKDOWN PROCEDURE**

**\*Note: Please DO NOT use codes during an all call for lockdown: use plain language.**

The Lockdown response action is used when a violent life-threatening person is inside the school, suspected of being in the school, or on school grounds. The purpose of a lockdown is to hide as many students and staff as possible. The key to remembering what to do in a lockdown is “locks, lights, out-of-sight”. During a Lockdown, teachers, and students may be locked in a classroom for a long period of time.

Everyone is empowered to initiate a lockdown as often times 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, 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 or if not available 2. Asst. Principal 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 610 AM	KGMX 106.3 FM	KRAJ 100.9 FM
KUTY 1470 AM	KTPI 97.7 FM	KKZQ 100.1 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.

### **CENTEGIX INFORMATION/PROCEDURES**

- **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:

- A valid judicial warrant, or
- Authorization from the Superintendent or designee

School staff shall request, review, and copy all documentation presented by enforcement officials

and retain such documentation for district records.

Non-public areas are spaces not open to the general public and include, but are not limited to:

- Classrooms and hallways during the school day
- Administrative offices
- Counseling and nurse offices
- Staff workrooms and records rooms
- School buses
- Locker rooms and supervised student areas

### **Parent/Guardian Notification**

In accordance with BP 1445 and AR 1445, parents/guardians shall be notified **as soon as practicable** if immigration enforcement officials:

- Request access to a student during school hours, or
- Seek to question or remove a student from school grounds

Notification shall occur **before** a student is questioned or removed unless:

- A judicial warrant, subpoena, or court order prohibits notification, or
- Exigent circumstances exist, as verified by the Superintendent or designee .

### **Student Records and Confidentiality**

No information regarding a student's or family's immigration or citizenship status shall be collected, maintained, or disclosed unless required by law. Student records shall not be released without:

- Written parental/guardian consent, or
- A valid judicial warrant, subpoena, or court order

All disclosures shall comply with FERPA, Education Code § 234.7, BP 1445, and AR 1445.

### **Documentation**

The school shall document:

- The date, time, and nature of the enforcement request
- Documentation presented by enforcement officials
- Actions taken by school staff
- Parent/guardian notification, including date, time, and method

- Any legal restrictions preventing notification

Documentation shall be maintained at the school site and provided to the Superintendent or designee.

### **Staff Awareness**

Administrators and designated staff shall be informed of these procedures and their responsibilities under BP 1445, AR 1445, and the Comprehensive School Safety Plan.