

Comprehensive School Safety Plan (CSSP)

Ed Code 32280-32289

Tropico Middle School



Southern Kern Unified School District

Debi Keys, Principal

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Tropico Middle School
Comprehensive School Safety Plan Roster

Principal: Debi Keys

Assistant Principal: Rod Banahan

Assistant Principal: Joshua Konegni

Teacher: Shauna Tinich

Parent: Jonna Whitfield

Plan approved by Southern Kern Unified School District on



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School Summary:

Tropico Middle School is one of seven schools in the Southern Kern Unified School District, with a rich history dating back to its establishment on July 1, 1962. Currently, TMS serves approximately 836 students (California School Dashboard, 2024, as of January 13, 2025) and is supported by a dedicated staff committed to student success.

Tropico Middle School is a diverse learning community, with a student population that includes **8.8% African American, 68% Hispanic, and 14.8% White** students. Additionally, **16.6%** of students are English Learners (EL), and **16.25%** receive special education services. **78.6%** of TMS students are identified as socioeconomically disadvantaged (California School Dashboard).

In recent years, TMS has seen positive trends in key performance indicators:

- **Chronic absenteeism** declined by **11.1%**.
- **English Language Arts (ELA) and Math scores** remain in the **Orange** performance band, with continued improvement in both areas.
- The **English Learner Progress Indicator** remains in the **Orange** range, with a **1.6% decrease** from the previous year.
- **Suspensions** have decreased by **6.1%**, now at **6.2%**.



School Profile:

Tropico Middle School has programs in place as well as strategies and programs that promote and provide a safe and orderly school environment conducive to learning.

The Tropico Middle School School Site Council has delegated the writing of the Comprehensive School Safety Plan to the Principal/Designee and the following members of the School Site Council, Staff, and Students of Tropico Middle School:

Tropico Middle School School Site Council 2025-2026	
Name	Role
Debi Keys	Principal TMS
Jonna Whitfield	Parent
Cristina Hopkins	Certificated Staff
Reyna Luna	Classified Staff
Samaria Escobar	Parent
Shauna Tinich	Certificated Staff
Rod Banahan/Joshua Konegni	Assistant Principal TMS

This motion was voted on by the Tropico Middle School School Site Council on 9/16/25 and ratified by the members.

OPERATIONS, POLICIES, PROCEDURES

At Tropico Middle School (TMS), we have established comprehensive systems and supports to ensure the safety and well-being of our students and staff. The Campus Safety Officers and Administration actively supervise high-traffic areas before and after school, during nutrition break, and at lunch.

TMS employs eight Campus Safety Officers (CSOs) who are strategically placed throughout the campus,



particularly during peak times. In addition, up to six teachers are assigned to supervise before and after school. Our CSOs undergo regular training in systematic supervision to maintain a safe and secure environment.

To foster a positive school culture, TMS has implemented Positive Behavior Interventions and Supports (PBIS) and strategies from Character Strong to encourage respectful, supportive interactions among students and staff.

Emergency Preparedness & Reporting

TMS conducts **monthly emergency drills**, which include:

- Fire Drills
- Earthquake Drills
- Lockdown and Stay in Place Procedures
- Evacuation Drills

Students can report bullying or other safety concerns by submitting a written statement to administration for investigation. Additionally, safety concerns raised by students, staff, parents, or community members are promptly addressed, and an action plan is developed if necessary.

The Southern Kern Unified School District (SKUSD) utilizes Gaggle, an online monitoring system that detects inappropriate, questionable, or potentially dangerous student activity. This system alerts administration to any concerns, ensuring a proactive approach to student safety.

School Site Council & Safety Plan Revisions

On October 21, 2025, the TMS School Site Council voted to establish a revision committee responsible for updating the Comprehensive School Safety Plan (CSSP). This committee included School Site Council members and sought input from law enforcement and other relevant agencies.

For details regarding meeting dates, times, and participation of law enforcement and community agencies, please refer to Section M of this document.



Tropico Middle School Drill Schedule 2025-2026

	Fire	Lockdown	Earthquake	Stay in Place	Drug Dog Visit
				Unannounced	Unannounced
<i>August</i>	8/21/25				
<i>September</i>		9/19/2025			
<i>October</i>			10/16/2025		
<i>November</i>	11/4/2025				
<i>December</i>		12/4/2025			
<i>January</i>		1/21/2026			
<i>February</i>	2/10/2026				
<i>March</i>		3/13/2026			
<i>April</i>			4/7/2026		
<i>May</i>	5/18/2026				
June	None	None	None	None	None



**Tropico Middle School
Bell Schedule**

2025-2026 School Year

Regular School Day		
Period 1	8:45	9:35
Advisory A	9:35	9:50
Nutrition A	9:50	10:05
Nutrition B	9:35	9:50
Advisory B	9:50	10:05
Period 2	10:09	10:59
Period 3	11:03	11:53
Lunch 4A	11:53	12:23
Period 4A	12:27	1:17
Period 4B	11:57	12:47
Lunch 4B	12:47	1:17
Period 5	1:21	2:11
Period 6	2:15	3:05

Minimum School Day		
Period 1	8:45	9:22
Advisory A	9:22	9:35
Nutrition A	9:35	9:50
Nutrition B	9:22	9:35
Advisory B	9:35	9:50
Period 2	9:54	10:31
Period 3	10:35	11:12
Lunch 4A	11:12	11:42
Period 4A	11:46	12:23
Period 4B	11:16	11:53
Lunch 4B	11:53	12:23
Period 5	12:27	1:04
Period 6	1:08	1:45



A. Child Abuse Reporting Procedures

Child Abuse Procedures

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

Authorities to notify are:

- Child Protective Services
- Kern County Sheriff should be called first if bruises are visible or if a child is in pain (661) 861-3110.
- Mojave Substation (661) 824-7130

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

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

Forms can be picked up in the office.

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

Southern Kern USD Administrative Regulation 5141.4

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

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



Reporting Procedures

- Initial Telephone Report Call to any police department, sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. Kern County Sheriff – Rosamond – (661) 256-9700 (county non-emergency line (661)861-3110)
- Forward completed Child Abuse Report form within 36 hours.
- Do not pass on the responsibility to report; however, you can/should consult with your supervisor.
- If you have a reasonable suspicion, you then have a duty to check (reasonable suspicion creates a duty).
- If in doubt, file.
- The burden of proof is not with you. Police, County Probation, Children and Family Services will do the investigation.
- School staff are not liable for defamation if done in the course and scope of your employment.

Mental Health Policies and Procedures

B. Youth Suicide Prevention Policy

Southern Kern USD Board Policy 5141.52

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

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

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



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

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

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

Overall Strategic Plan for Suicide Prevention

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

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



Resources:

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

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

Prevention

A. Messaging about Suicide Prevention

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

B. Suicide Prevention Training and Education

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

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

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., mental health therapists, school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional



development activities and emerging best practices.

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



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

C. Employee Qualifications and Scope of Services

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



challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

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

E. Parents, Guardians, and Caregivers Participation and Education

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

F. Student Participation and Education

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

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

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;



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

The SKUSD will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs). Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health and science classes).

G. Learning Continuity Plan for Tropico Middle School

I. Introduction

The Learning Continuity Plan ensures that Tropico remains prepared for emergencies, sustaining student engagement and academic progress while prioritizing communication, mental health, and instructional access. Regular reviews and updates will be conducted to improve and refine the plan in response to emerging needs.

II. Communication Procedures

1. Two-Way Communication with Families and Students

- Utilize multiple communication channels, including email, phone calls, text messages, school website, and district-wide notifications.
- Implement a dedicated emergency response hotline for parents and students.
- Maintain updated contact information for all students and families.

2. Notification Timeline

- Initial emergency notification within 24 hours of event onset.
- Follow-up communication within 48 hours outlining alternate instructional plans.
- Student engagement initiated within five calendar days.



III. Instructional Continuity Strategies

1. Alternative Instructional Delivery Methods

- All students are issued a Chromebook for remote learning.
- Utilize learning management systems (LMS) such as Google Classroom.
- Provide synchronous (live virtual classes) and, or asynchronous (pre-recorded lessons and independent work) instruction.
- Maintain instructional minutes equivalent to independent study programs.

2. Remote Instruction Implementation Timeline

- Within 5 days: Student engagement and initial academic check-ins.
- Within 10 days: Full transition to remote instruction, including access to core subjects and teacher support.

IV. Social-Emotional and Mental Health Support

1. Student and Family Support Services

- Provide virtual counseling services.
- Establish peer support groups and, or virtual social-emotional learning (SEL) sessions.
- Maintain partnerships with mental health organizations for additional resources.

2. Identifying At-Risk Students

- Monitor attendance and engagement data to identify students needing additional support.
- Conduct wellness check-ins with students and families.

V. Alternative Enrollment and Residency Exemptions

1. Temporary Reassignment Procedures

- If remote instruction is not feasible, assist students in enrolling in other educational institutions, including other districts, county offices of education, or charter schools.
- Expedite transfer procedures and waive residency requirements as per the law.

VI. Compliance and Funding Considerations

1. Meeting State Requirements

- Ensure that instructional model aligns with independent study program standards.
- Maintain documentation of student engagement, instructional minutes, and assigned work.



H. Intervention, Assessment, Referral

A. Staff

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

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

- Under normal circumstances, the primary contact persons shall notify the principal, another school administrator, school mental health therapist, school psychologist or school counselor, if different from the primary and secondary contact persons.

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

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

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

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all



parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

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

D. Parental Notification and Involvement

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

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

E. Action Plan for In-School Suicide Attempts

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

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;



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

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

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

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

G. Supporting Students after a Mental Health Crisis



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

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

H. Re-Entry to School After a Suicide Attempt

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

The following steps shall be implemented upon re-entry:

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



I. Responding After a Suicide Death (Postvention)

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

- Suicide Postvention Response Plan shall:
 - a. Identify a staff member to confirm death and cause (school site administrator);
 - b. Identify a staff member to contact the deceased's family (within 24 hours);
 - c. Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death;
 - b. Emotional support and resources available to staff;
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - d. Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to the needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment;
 - b. Talking points for staff to notify students;
 - c. Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;



- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - a. Identify what platforms students are using to respond to suicide death
 - b. Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - b. Support siblings, close friends, teachers, and/or students of deceased
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide



Suspected Child Abuse Report (SCAR Report)



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

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: _____

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

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



C. Emergency/Disaster Response Procedures

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

Re-Unification Location:

Tropico Middle School Gym: Students Housed based on need/safety

- On the Field or in the Gym - dependent upon the nature/location of emergency.
- Clerical Staff will release students at a designated location near Field or front of school depending on the nature of emergency.

DISASTER DRILLS

EARTHQUAKE DRILL PROCEDURES:

For drill purposes, Cisco phone/intercom program for earthquake will be manually activated. Upon hearing the earthquake announcement, 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. Evacuate the classroom, when announced, to the designated evacuation area. Proceed back to class after the all clear is given.

1. Classroom number cards held by teacher.
2. Have your **disaster folder, attendance sheet/class list, and evacuation materials (bucket and/or backpack)**.
3. No talking is permitted when exiting to field except in instruction.
4. Parent volunteers must go to the field.
5. All students should be counted during roll call. Make eye contact with each student.
6. Students attending RSP and Speech will be counted by their service providers.

EARTHQUAKE

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

I. INSIDE SCHOOL BUILDING:

- A. The teacher, or other person in authority, implements Action DROP (students should drop beneath assigned a desk in the classroom).



- B. 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.
- C. Implement Action LEAVE BUILDING when the earthquake is over, Special consideration should be given to exit routes, as many California schools have heavy architectural ornaments over the main entrances. DO NOT RUN, particularly on stairways.
 - 1. Do not return to buildings for any reason until they have been declared safe.
 - 2. Guards should be posted at a safe distance from all building entrances to see that no one re-enters buildings.
- D. Do not light any fires after the earthquake.
- E. Avoid touching electrical wires which may have fallen.
- F. Render first aid if necessary.
- G. Take roll.
- H. Request assistance as needed, through channels, from the Emergency Services Office (county or city).
- I. Notify utility companies of any break, or suspected break.
- J. If possible contact Principal, Assistant Principal, Assistant Superintendent, Superintendent, Emergency Service Coordinator, or other appropriate school official.
- K. 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.
 - 1. In most parts of California, the earth shock is the most severe, and subsequent shocks are less intense.
 - 2. In a few areas of California there is a historical pattern that indicates subsequent shocks may be more severe than the initial tremor.

II. ON SCHOOL GROUNDS:

- A. The teacher, or other person in authority, implements Action DROP. (students should drop low to the ground and move to open area safe from falling objects).
- B. The safest place is in the open. Stay there until the earthquake is over.
- C. Move away from buildings, trees, and exposed wires.
- D. DO NOT RUN!
- E. Follow procedures D through J under “Inside School Building” above.

III. ON SCHOOL BUS:

- A. 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.
- B. Set brakes.



- C. Turn off ignition.
- D. Wait until the earthquake is over.
- E. Follow procedures D through G under “Inside School Building” above.
- F. Contact transportation at 256-5070

IV. WALKING TO AND FROM SCHOOL:

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

* *Policy to be determined by School District*

Teachers should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs while they are on their way to or from school, away from school, or the teacher is temporarily not present.

FALLEN AIRCRAFT

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

- I. If an aircraft falls near the school, the following will be accomplished:
 - A. The Principal will determine which action, if any, should be implemented.
Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the Principal.
 - B. All students and staff will be kept at a safe distance, allowing for possible explosion.
 - C. If possible, the Principal will determine whether the aircraft is military, commercial, or a private plane.
 - D. Notify the (local) Kern County Fire Department.
 - a. The telephone number is 911
 - E. Notify the (local) Kern County Police Department or Sheriff’s Office.
 - a. The telephone number is 911
 - F. Notify Superintendent or Assistant Superintendent.
 - a. The telephone number is 256-5000 ext. 1113 or 1119.

SEVERE WINDSTORM

- I. Warning: Kern County Sheriff’s Office, telephone number 800-861-3110.
- II. The U.S. Weather Bureau can usually forecast severe windstorms with a high degree of accuracy. If time and conditions permit, Action GO HOME may be implemented prior to an emergency. However, if high winds develop during school hours with little or no warning, the following Emergency Actions will be accomplished.



- A. Students and staff should be assembled inside shelters or buildings.
- B. Close windows and blinds.
- C. Remain near an inside wall.
- D. Avoid the auditorium, gymnasium, and other structures with large roof spans.
- E. Evacuate classrooms bearing full force of wind.
- F. Keep tuned to the local radio station for latest advisory information.
- G. Take roll.
- H. Notify utility companies of any break, or suspected break.
- I. If possible, contact the Superintendent, Assistant Superintendent or other appropriate school official. (661-256-5000 ext. 1113 or 1119)

CHEMICAL RELEASE

INSIDE THE CLASSROOM:

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

OUTSIDE THE CLASSROOM AND LOCALIZED:

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



SURROUNDING COMMUNITY:

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gasses. 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.
- Notify Principal, Assistant Principal, Assistant Superintendent, Superintendent, or other appropriate school official.
- With the school staff, maintain control of the students at a safe distance.
- Render first aid if necessary.
- Principal/designee notify the (local) Kern County Fire Department. The telephone number is 256-2401.
- Notify the (local) Kern County Sheriff's Office. The telephone number is 800-861-3110.
- Take roll.
- The 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 field.
- Evacuation will be crosswind - never up or downwind. If the wind is north or south, evacuation will be on Mojave Tropico Rd. If wind is east or west, evacuation will be in the field toward Rosamond Blvd.
- 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

- Parents will also receive messages through the Parent Square app.
- Students 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 Kern County Sheriffs if necessary.
- School administration will initiate appropriate response action, which may include a hold-in-place.
- School administration will notify the 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.

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 notify Kern County Sheriffs or Call 911 if necessary.
- 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 the Superintendent's office.
- Students should remain in class with the door locked, 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.

FIGHT

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

School Personnel:

- Contact administration and campus safety.
- Principal/designees will contact Kern County Sheriffs, if necessary.
- Assign a staff member to meet police and escort them to the location of the disturbance.
- Hold-in-place classes, if in session, until the situation is under control.
- 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.
- Notify the Superintendent’s office if necessary.



FLOOD

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

- Initiate appropriate immediate response actions; SHELTER IN PLACE, EVACUATE, or OFF-SITE EVACUATION.
- Call 911.
- Notify the Superintendent's office.
- In the event of evacuation, teachers bring their roll sheets and take attendance in the assembly area.
- Notify school administration of any missing students.

FLU

Influenza, also known as the flu, is a contagious respiratory disease caused by different strains of viruses. Flu viruses spread from person to person when people who are infected cough or sneeze. Anyone with a fever or other symptoms of the flu should stay home from work or school until at least 24 hours after the fever is gone (without medications).

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

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

FOOD AND WATER CONTAMINATION

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

- Isolate suspected contaminated food/water and restrict access to the area.
- Notify the Principal/designee immediately.
- Call 911.
- Notify the 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 (661) 321-3000.
- Principal or designee will notify parents of affected 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 forecast 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.

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



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 the 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.

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 tall, isolated trees in an open area.



MOTOR VEHICLE CRASH

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

- Call 911.
- Contact the school office to report an incident and any persons injured or trapped.
- If **no** buildings are in danger, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff from the building(s) as appropriate. Maintain control of students and take roll and complete the 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, coyotes, mountain lions, or any other wild animal threatens the safety of students and staff.

- Call 911.
- The Principal/designee will initiate appropriate actions, which include STAY IN PLACE 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 that closing doors or locking gates as a means to isolate the animal.
- Call Animal Control (661) 868-7100.
- If conditions change or warrant it, the Principal/designee will initiate off-site evacuation procedures.
- Website: <https://www.kerncountyanimalservices.org/pages/kern-county-animal-services-bakersfield/>



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 and the front office.

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



D. Suspension & Expulsion Policies

A. Suspension & Expulsion Policies

BP 5144.1- Suspension And Expulsion/Due Process

(Pursuant to Education Code §48900 and Southern Kern Unified School District Board Policy 5144.1) The SKUSD Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board has developed rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

Student Conduct, Concerns, and Consequences:

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

Authority to Expel

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

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

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.



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

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

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

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

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

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



Consequences

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

Student Due Process

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

Alternative to Suspensions/Options

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

Required Parental Attendance

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



Definitions

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

Parent Notification of Regulations

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



E. Procedures for Notifying Teachers of Dangerous Pupils

Notification of Dangerous Pupils to Teachers

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

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

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

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

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



F. Discrimination & Harassment Policy / Bullying Prevention

BP 5145.3- Nondiscrimination/Harassment

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

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

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

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

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

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



activities or privileges.

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

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

Record-Keeping

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

BP 5131.2 Bullying

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

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

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

The district will not tolerate bullying or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. No individual or group shall, through



physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. This includes but is not limited to bullying or harassment based on race, color, creed, national origin, ethnicity, gender, gender identity, gender expression, language, perceived or actual sexual orientation, physical or mental disability, political or religious ideology, physical appearance, or economic status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts while on school grounds, at a school sponsored activity, while traveling to and from school, on a school bus, during any activity related to school attendance.

Cyberbullying

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

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

Bullying Prevention

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

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

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

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



1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

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

Please see the following Links on to the [CDEs Bullying and Cyberbullying](#) for online training resources to address and prevent bullying.

<https://www.cde.ca.gov/ls/ss/se/bullyres.asp> (Staff notified 1/22/24)

Intervention

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

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

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

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

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a



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

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

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

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

Investigation and Resolution of Complaints

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

Discipline

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

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



G. School-wide Dress Code

A. Schoolwide Dress Code Prohibiting Gang Related Apparel

Education Code 35294.2 (f). Gang-related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Southern Kern Unified S.D. Board Policy 5132 (a). The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval.

Southern Kern Unified S.D. Administrative Regulation 5132 (b) Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

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

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

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

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



SKUSD STUDENT DRESS CODE

Policy 5132: Dress And Grooming Status: ADOPTED

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 extra-curricular activities.

Board Policy Manual Southern Kern Unified School District 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.



H. Safe Ingress and Egress

Supervision of Students

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

Expanded Learning Opportunities Program (ELOP)

Each day our ASP staff collect the students who are enrolled in ASP and take roll. From there they take the students to the cafeteria for snack and then back to classrooms. ELOP program consists of ELOP instructors, ELOP coordinator and a CSO. Students are signed out by our CSO office gate after the person picking up the student's ID has been verified through documentation collected at enrollment. Each person involved in ELOP is given a radio to communicate with all staff. During the ELOP hours staff report incidents to the ELOP Coordinator who will then contact the school principal or principal designee.

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.

Rainy Day Release for Student Taking the Bus Home:

Rainy day release of students to the buses is a time that can create safety concerns like overcrowding, slips and falls. To maintain safety for students riding the bus, they will be directed to and then dismissed in an orderly fashion from the Gym. *Rainy Day arrival to school: Students are encouraged to make their way to the Gym.*



SUPERVISION DUTIES

Classroom Supervision:

1. Do not leave your students unsupervised at any time. If you have an emergency during instructional time, call the office and someone will assist you. If you cannot reach the office, use Centegix badge - click 3 times.
2. Classroom door shall be locked at all times.
3. All teachers are expected to step into the outside hall area in front of their classroom during a passing period for their class. Please stand in the classroom doorway to greet entering students and to keep an eye on the hallways.

Extra Duty Supervision:

Each teacher will be assigned to one extra duty in and around the campus. These duties require the teacher to maintain order and discipline during the scheduled time. The teacher on duty is responsible for being out and visible to the students during this time. In order to maintain a safe environment on campus, you must be at your duty stations on time. The following is a list of locations:

Morning Bus
Walking Gate
Near Rm 22 – RR1
Blacktop RR2-RR3
Field Area
Between RM 23-39
Between RM 6-63
Outside Gym
Afternoon Bus

Quarter 1 and 3 AM Supervision Duty 2025-2026



	Area	8:15-8:30 a.m.	8:25-8:40 a.m.
A	Morning Bus		Towell
B	Morning Bus	Atkinson	De Los Santos
C	Walking Gate	Barcus	Troncole
D	Patrol near 22 - RR1	Vogenthaler	Junio
E	Patrol blacktop Between R2 - R3	Cech	Igurion
F	Field Area	Doyle	Higgins
G	Actively Patrol between rooms 23 - 39 To prevent students from lingering by classrooms	Salazar	Hopkins
H	Actively Patrol rooms Between 6 and 63		Benson
I	Gym: keep students moving toward field	De Dios	Gatchalin
J	Blacktop between RR 2 and RR 3	Brockway	Stone
J	Blacktop between RR2 and RR3	De La Luna	
		3:05-3:20 p.m.	3:15-3:30 p.m.
K	Afternoon Bus		
K	Afternoon Bus		

Quarter 2 and 4 AM Supervision Duty 2025-2026

	Area	8:15-8:30 a.m.	8:25-8:40 a.m.
A	Morning Bus	Clint	Tinich
B	Morning Bus	DelRiego	Yunker
C	Walking Gate	Deal	Lyons
E	Blacktop	Kent	Goodwin
D	Patrol between Classroom 22 - RR1	Avergonzado	Winchel
E	Blacktop in Between RR2 - RR3	L. Saavedra	Fraser
E	Blacktop in between RR2 - RR3	Galdamez	
F	Field Area	Moccardini	Kessler
G	Patrol between rooms 23 - 39 To prevent students from lingering by classrooms	Hansen	Railsback
H	Between 6 and 63 - ensuring students make their way to the blacktop/field area	F. Saavedra	J. Rubin
I	Gym	Lucker	R. Rubin
		3:05-3:20 p.m.	3:15-3:30 p.m.
J	Afternoon Bus	Bongancisco/Timblaco	

Elopement Policy



Admin/designee and elope team will utilize spare channel (channel 6) on radio to communicate. *Elope team will consist of the 1st CSO on scene with visual of eloping student, administrator/designee, counselor, office staff member with direct access to phone.*

If a student elopes:

1. Staff will contact Principal/Designee to report elopement and general direction the student traveled.
2. Reporting Staff will keep eyes on the eloping student if safe and appropriate to do so (teacher should not leave class full of students alone to follow eloping student unless told to do so by Principal/Designee).
3. Assigned Office Staff Member will contact parent.
4. Principal/Designee/Assigned Office Staff Member will contact Superintendent of Schools.
5. Upon diagnosis/observation of the situation, Principal/Designee determine if law enforcement is needed and relay the need to Office Staff Member.
6. Principal/Designee and members of Elopement Team will attempt to follow and return eloping student to school using deescalation techniques and CPI training when possible.
7. At conclusion of the elopement incident, reporting staff and members of elopement team will complete incident reports prior to leaving.



I. Safe and Orderly Environment

Accomplishments/Areas of Pride

- TMS has a committed staff.
- We have support from the District Office through training in the areas of Positive Behavior Intervention and Support.
- Our School Site Council is actively engaged in reviewing our school/safety policies and procedures and giving input on how to make our school safer and more student friendly.
- Regular emergency drills are conducted to allow students and staff to practice emergency situations.
- The District has collaborated on active shooter situations to improve the school's response in the event of an active shooter.

Narcan Use Directions

Narcan is used to quickly reverse the effects of an opioid overdose. When someone overdoses on opioids, their breathing can slow down or stop, which can be fatal.

Symptoms of Opioid Overdose:

If someone is in need of Narcan (naloxone) because of an opioid overdose, here are some common symptoms to watch for:

1. Slow or no breathing – The person may be barely breathing or not breathing at all.
2. Unresponsiveness – They may be unconscious or unable to wake up, even when you try to rouse them.
3. Blue or pale skin – Especially around the lips, face, or nails.
4. Very small pupils – Their pupils may appear pinprick-sized, which is a classic sign of an opioid overdose.
5. Choking or gurgling sounds – This can happen if they're having trouble breathing properly.
6. Weak pulse – You might feel a weak or irregular heartbeat if you check.
7. Drowsiness or confusion – If they are still conscious, they may appear extremely sleepy or disoriented.

If you notice these signs and suspect an overdose, it's crucial to administer Narcan and call for medical help right away. If a student at Tropico Middle School requires administration of Narcan follow the directions below:



DIRECTIONS

NARCAN[®]

Naloxone HCl Nasal Spray 4 mg

Emergency Treatment of Opioid Overdose

Important:

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



① CHECK

Step 1: CHECK if you suspect an overdose:

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

Unfold for
Directions



② GIVE

Step 2: Give 1st dose in the nose

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

Unfold for
Directions



③ CALL

Step 3: Call 911

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



④ WATCH/GIVE

Step 4: WATCH & GIVE

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



⑤ STAY

Step 5: STAY

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

EMERGENT[®]

For opioid emergencies, call 911. For questions on NARCAN, call 1-844-4NARCAN (1-844-462-7226) or go to www.narcan.com.
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A1162



ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CRIME

Rosamond, CA- Local Law Enforcement Crime Data

ROSAMOND ANNUAL CRIMES

(<https://www.neighborhoodscout.com/ca/rosamond/crime> 1/2025)

	VIOLENT	PROPERTY	TOTAL
Number of Crimes	131	279	410
Crime Rate (per 1,000 residents)	6.25	13.31	19.56

Neighborhood Watch - Crime Stats

(<https://www.neighborhoodscout.com/ca/rosamond/crime> 1/2024)

Chances of Becoming a Victim of a Property Crime	
1 IN 75 <small>in Rosamond</small>	1 IN 43 <small>in California</small>

7.3 - Discipline Actions – Count

Aeries Discipline Dashboard Incidents by Disposition (1/2026)

	<u>August</u> <u>2025</u>	<u>September</u> <u>2025</u>	<u>October</u> <u>2025</u>	<u>November</u> <u>2025</u>	<u>December</u> <u>2025</u>	<u>January</u> <u>2026</u>	<u>February</u> <u>2026</u>	<u>March</u> <u>2026</u>	<u>April</u> <u>2026</u>	<u>May</u> <u>2026</u>	<u>June</u> <u>2026</u>
Incidents Referrals	111	245	282	191	164	*100	**	**	**	**	**
* Partial Data											
** No Data											

Incidents - Any major or minor discipline that has been recorded in Kern Integrated Data System (KIDS)

Expulsions - from August 2025 through January 2026 there have been 8 expulsions at Tropico Middle School.



J. Search and Seizure

SKUSD Board Policy 5145.12

Students

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

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

Individual Searches

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

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



Employees shall **not** conduct strip searches or body cavity searches of any student. (Education Code 49050). Searches of individual students shall be conducted in the presence of at least two district employees.

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

Student Lockers/Desks

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

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

Vehicle Searches

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



K. Policies and Procedures on Positive School Climate

At Tropico Middle School, we are committed to fostering a safe, inclusive, and positive school environment where all students can thrive academically, socially, and emotionally.

Goals: We strive to instill strong values in our students, helping them become:

- Safe
- Respectful
- Individuals of Integrity
- Responsible

Beliefs: We believe that well-defined rules and procedures:

- Provide a clear framework of expectations, rewards, and consequences, ensuring fairness and consistency in discipline.
- Promote school-wide safety and security for everyone.
- Encourage collaboration among students, parents, faculty, staff, and administration to maintain a high-quality instructional environment.
- Teach students positive behavior and self-respect, preparing them to become successful, contributing members of society.

Philosophy

We recognize that a student's education is most effective when it is a team effort involving students, parents/guardians, and school personnel. Each member of this team plays a vital role in ensuring the best possible educational experience.

At TMS, we encourage ongoing communication and collaboration between students, parents, and teachers regarding personal conduct and school expectations. Our goal is to create an extraordinary place of safety and opportunity where every student can learn, grow, and succeed.



At Tropico Middle School, we believe that fostering a safe and productive learning environment requires shared responsibilities among students, parents/guardians, teachers, and administrators. The following expectations outline the roles each group plays in ensuring student success.

Expectations of Students: Students are expected to demonstrate:

- **Safety** – Maintain safe behavior in all areas at all times.
- **Respect** – Show respect for fellow students, staff, and school property.
- **Integrity** – Act with honesty and integrity both in and out of the classroom.
- **Responsibility** – Take ownership of their education, property, and actions.
- **Success** – Strive for personal and academic success in the classroom and in life.

Expectations of Parents/Guardians: Parents and guardians play a vital role in their child's education by:

- Ensuring their child attends school regularly and on time.
- Making sure their child is prepared for school with proper dress, nutrition, and rest.
- Holding their child accountable for behavior and responsibility.
- Teaching their child respect for the law and the rights of others.
- Visiting the school periodically and attending conferences when requested.
- Familiarizing themselves with and supporting district, school, and classroom policies.
- Helping their child develop self-discipline and responsibility.

Expectations of Teachers: Teachers at TMS are committed to providing a high-quality education and fostering student success by:

- Delivering learning experiences appropriate to each student's needs.
- Consistently enforcing classroom, school, and district rules/policies.
- Maintaining regular communication with parents regarding student progress.
- Being available for parent conferences to discuss student development.
- Continuously improving professional skills in student engagement and classroom management.
- Encouraging a passion for learning by making lessons engaging and relevant.
- Teaching the board-approved curriculum with dedication and effectiveness.

Expectations of Administrators: Administrators provide leadership and support by:

- Informing students and parents about district discipline standards.
- Consistently monitoring and enforcing classroom, school, and district policies.
- Counseling students and parents regarding disciplinary matters.
- Providing professional development opportunities for staff to enhance student management strategies.
- Promoting a positive and effective learning environment through strong leadership.
- Ensuring a safe and secure environment for both students and staff.



Component 1 – People and Programs

Goal 1: Reduce the number of Suspensions by 10%, with a focus on the subgroups that have a higher suspension rate. As well as have all pertinent staff trained in CPI.

	Strategies to be Used	Person Responsible
Objective 1:	Implementation of Policies contained in Character Strong in all classrooms. Continue to have staff trained with PBIS strategies until all staff have had the opportunity to be trained.	TMS Administration and Staff
Objective 2:	Continue PBIS Program and add additional school-wide strategies that incorporate behavior expectations throughout the campus.	TMS Administration and Staff
Objective 3:	With cooperation of the District office and Special Education establish retraining (half-day) and full training (full-day). This will properly get all staff working with our behavioral program the tools to assist in a multitude of situations on campus.	TMS Administration and Staff
Objective 4:	Implement Alternative Discipline Practices such as the use of Alternative to Suspension Program.	TMS Administration and Staff
Objective 5	Refer students with two or more office referrals to the counselor or administration.	TMS Administration Teachers Counselors



Component 2 - Place

Goal 1: Hold lockdown drills each year using different scenarios. Annually review and update CSSP.

	Strategies to be Used	Person Responsible
Objective 1	When creating emergency drill schedules, prioritize at least 2 lockdowns.	TMS Administration
Objective 2	After each drill, have a follow-up discussion at a staff meeting to discuss positives and possible suggestions for improvement.	TMS Administration and staff
Objective 3	CSSP should be initially shared and discussed with staff at the beginning of the year orientation. Throughout the year with the assistance of school site council, leadership, and safety committee plan should be looked over and revised accordingly.	TMS Administration and staff



L. Rules and Procedures on School Discipline

A. District Rules and Procedures on School Discipline Purpose:

The Tropico Middle School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document reflects the collaborative efforts of teachers, parents, school staff, and administration. These rules serve as guidelines to enhance the instructional climate and ensure personal safety for all students.

Basic School Rules: Students are expected to:

- Attend all required class periods.
- Be on time to every class.
- Come prepared with necessary materials and assignments.
- Treat others with respect, care, and consideration.
- Follow directions from school authorities promptly and respectfully.
- Respect and protect school and private property.
- Refrain from physical contact in all activities.
- Obey all school and playground rules.
- Use appropriate language at all times.
- Adhere to the district dress code.
- Use class time wisely and stay on task.
- Work quietly without disturbing others.
- Respect the rights of peers and staff.
- Complete all assignments on time.
- Follow additional classroom rules as set by individual teachers.

Student Conduct, Concerns, and Consequences

Student behavior that disrupts learning or interferes with teaching will not be tolerated. To maintain a positive learning environment, TMS enforces clear expectations and consequences for misconduct while recognizing and rewarding positive behavior.

At TMS, we:

- Provide classroom instruction in personal and social skills.
- Teach school rules and encourage wise decision-making to prevent discipline issues.
- Ensure students understand that violating school/classroom standards results in consequences.



Disruptive, disrespectful, or unsafe behavior is unacceptable. Students are expected to:

- Respect the learning environment by avoiding disruptions.
 - Follow all school rules to ensure a safe campus for everyone.
 - Avoid actions that endanger themselves or others.
 - Refrain from repeated misconduct that interferes with others' right to learn.
-

Youth Development Process

The Southern Kern Unified School District (SKUSD) is committed to youth development by fostering academic, social, and emotional success. As part of this effort, Positive Behavioral Support Plans (PBISs) may be implemented to guide students toward responsible decision-making and positive behavior.



REFERRAL PROCEDURE

The four-part referral form streamlines student behavior tracking throughout the school year, ensuring that disciplinary actions are documented and parents are notified in a timely manner.

WHEN TO ISSUE A REFERRAL

- Referrals should **ONLY** be written when a student is being sent to the office for disciplinary reasons.
 - Minor offenses should be managed within the classroom by staff or by Campus Safety Officers (CSOs) on the field.
 - Each teacher must have a classroom discipline policy:
 - Posted in the classroom/Google Classroom and included in the syllabus.
 - Policies typically include:
 - Verbal and nonverbal warnings.
 - Private discussions with students.
 - Phone calls home to parents/guardians.
 - **For minor infractions outside the classroom:**
 - Verbal warnings should be issued.
 - If behavior persists, students should be escorted to the office or Administrator called to the area for counseling with administration.
 - If behavior continues or the student is openly defiant, a referral to the office should be issued and the student should be escorted to the office.
 - **IMMEDIATE OFFICE REFERRALS:**
 - Dangerous behavior to self or others.
 - Open defiance of a teacher's authority.
-

HOW TO COMPLETE A REFERRAL FORM

1. **Fill out the referral form completely and accurately.**
 - Print the student's first and last name.
 - Provide a detailed description of the incident, stating specific facts. Do not include the names of other students involved on the referral.
 - Record the date and time of parent/guardian contact on the form.
2. **Distribute the referral copies as follows:**
 - The teacher keeps the last copy (goldenrod color).
 - The remaining three copies are sent to the office with the student.
3. **Administrative Review & Consequences**
 - The student is processed in the office.
 - If consequences are assigned, they are documented on the referral form.



CLASSROOM SUSPENSION BY A TEACHER

According to **California Education Code 48910**, a teacher may suspend a student from their class for any offense listed under **Education Code 48900** for:

- The remainder of the specific class period and
- The following day, during that specific class period.

Teacher Responsibilities for Classroom Suspension

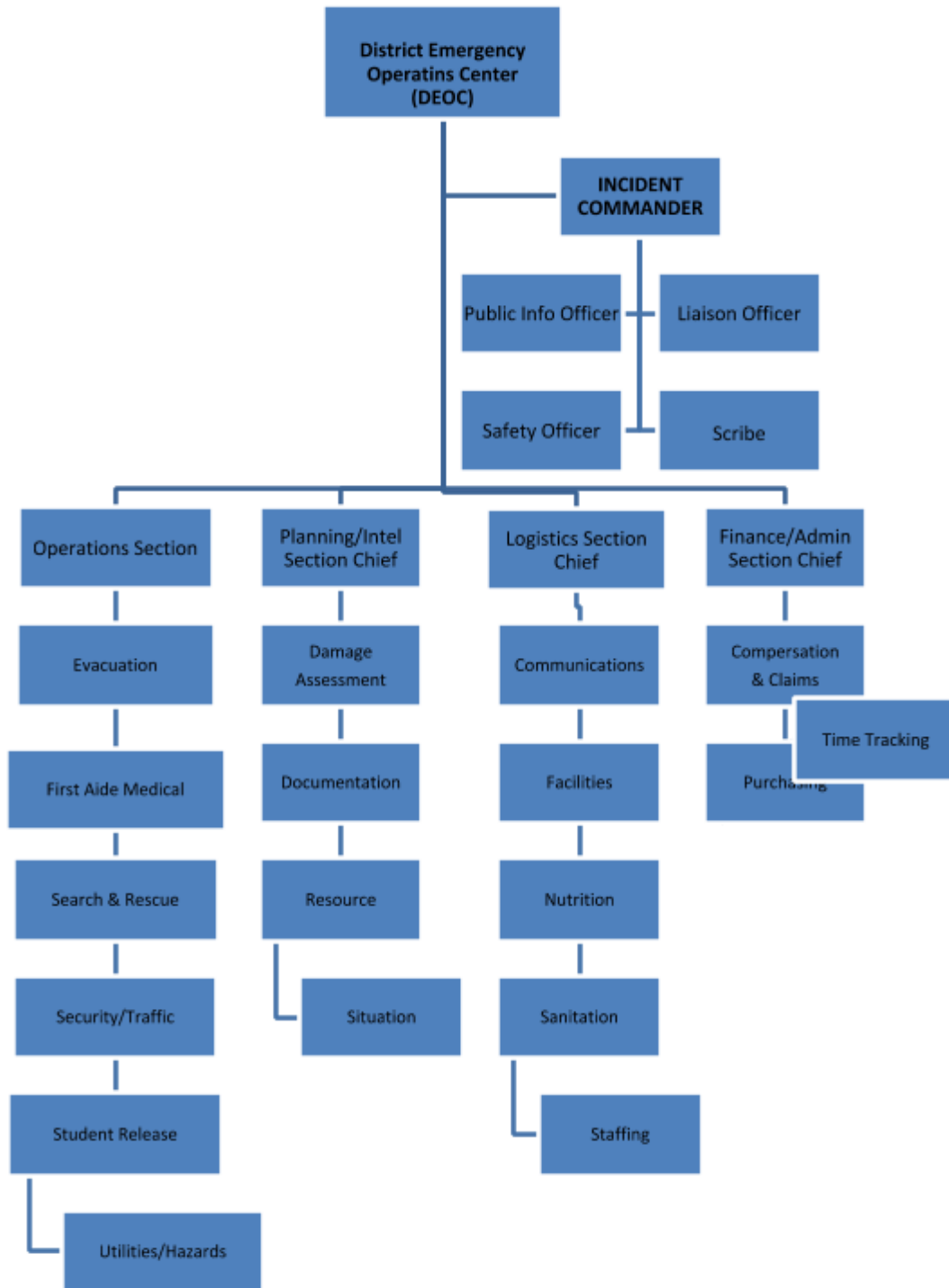
- Immediately report the period suspension to the principal or designee.
- Notify the parent/guardian and request a parent-teacher conference.
- A school administrator will attend the conference if requested by either the teacher or the parent/guardian.



M. Tactical Responses to Criminal Incidents



School/Site Incident Command System Organizational Structure





TROPICO MIDDLE SCHOOL DISASTER PLAN 2025-2026

This plan must be followed anytime students are evacuated and teachers receive notification that they will not be returning to classrooms. Additional procedures for fire/evacuation drills, earthquake/explosion drills, lockdown drills, and bomb threats are detailed in subsequent sections.

General Evacuation Procedures

1. Students and staff will proceed to the field following the regular fire drill route.
2. If an emergency occurs during class, each class will report as a whole to its designated evacuation area.
3. If an emergency occurs before school, students will proceed to the area designated for their 1st-period class.
4. If an emergency occurs during passing periods, nutrition, or lunch, students will proceed to the area designated for their next period class.
5. Teachers and students should take personal belongings that can be quickly gathered.
6. Teachers must bring class rosters and evacuation buckets.

Post-Evacuation Procedures

1. **Attendance Check:**
 - Teachers will account for all students and report attendance to fire marshals.
2. **Staff Deployment:**
 - Staff will receive a message instructing them to report to assigned duty stations.
 - Team Coordinators will first report to the Operation Center Command Post to:
 - Pick up a charged two-way radio.
 - Receive updates or modifications to the plan.
 - Proceed to their assigned duty stations.
3. **Execution of Duties:**
 - Upon arrival at duty stations, Team Coordinators will provide directions to individual staff members regarding required actions.

This structured response ensures student and staff safety while maintaining efficient coordination in emergency situations.



Teachers on Emergency Teams:
 First make sure your own students are secure,
 then proceed to the meeting place.
 Instructional Aides should stay with students.

School Attendance:
 Office Clerk- Take classroom out in the field (Same
 process as a fire drill) and reports to Secretary.

Staff Attendance:

Operation Center Command Post	<u>Basketball Court 5</u>
<u>Coordinators:</u> Debi Keys Rod Banahan Joshua Konegni Leticia Watts	<u>Responsibilities:</u> 1. Account for all students and staff 2. Implement and coordinate emergency operations 3. Control external communications 4. Prepare reports for Superintendent
<u>Equipment/Supplies:</u> Emergency teacher list and map, showing the location of each teacher station, cross reference list, computer back-up, Master Absence List, student and staff emergency cards, student schedules, radios	

Communications	<u>Basketball Court 5</u>
Coordinator: Joshua Konegni <i>Assistant Principal</i>	Acts as a buffer between school and community
Noemi Herrera @ Pedestrian Gate Elizabeth Hernandez @ Reunion Gate Meghan Riley	Responsibilities: 1. Release students to parents, guardians, or listed personnel on emergency cards. 2. Relay between all crews 3. Record all actions 4. Dispatch student messengers to secure students and escort them to reunion gate
<u>Equipment /Supplies:</u> Map of stations, student emergency cards, class rosters, computer printouts, record keeping materials, cross-reference list, MAL, computer backups, student schedules, radios	

First Aid	<u>Basketball Court 4</u>
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Coordinator: School Nurse Laura Saavedra Shauna Tinich	Responsibilities: <ol style="list-style-type: none"> 1. Set up aid station using all available first aid kits 2. Provide first aid as needed 3. Assist in the transportation of students to first aid area 4. Record all actions
Equipment/Supplies: Stretchers, blankets, first aid kits, radios, key to storage container, master student list, clipboards, wheelchair, staff emergency cards.	

Triage	<u>Field Access Hallway</u>
Coordinator: Leslie Troncale Amanda Hansen Chole Brockway Leigha Younker	Responsibilities: <ol style="list-style-type: none"> 1. Evaluate injuries 2. Direct to first aid- immediate care or can wait
Equipment/Supplies: Stretchers, blankets, first aid kits, radios, tarp, ID vests, tape, wheelchairs	

Search and Rescue	<u>Basketball Court Three</u>
Coordinator: Rod Banahan Team 1: Allison Barcus and Gilbert Deal Team 2: Ellie Lyons and Morgan Clint Team 3: Cristina Hopkins and Brenda Del Riego Team 4: Felipe Saavedra and Ardel De La Luna Team 5: Cinthia Galdamez and Cory Kent	Responsibilities: <ol style="list-style-type: none"> 1. Check all accessible classroom and surrounding areas to locate missing and injured students and staff 2. Provide assistance as needed 3. Report injuries to operations center 4. Assist with first aid when all are accounted for 5. Record all information
Equipment/Supplies: Poster board, markers, chalk, radios, flashlights, hard hats, equipment bags, crowbars, gloves, first aid kits, wood blocks	



Facilities Crew	<u>Basketball Court Three</u>
Coordinators: Lorna Spurgeon (Lead Custodial) John Ferrandini	Responsibilities: 1. Check all power, gas, and water lines; shut off necessary. 2. Assess damage and report to operation center 3. Facilitate emergency repairs of structures 4. Report safe buildings and areas students and staff 5. Record all information
Equipment/Supplies: Master gate keys, posted signs, radios	

Kitchen Crew	<u>Basketball Court Five</u>
Coordinator: Sandra Lux (Kitchen Manager) Laura Cabrera- Cruz Maria Cabrera Margarita Castanon Haro Kathy Houfek Heather Perez Guillermina Ponce Maria Quintero	Responsibilities: 1. Assess food, water supplies and/or needs 2. Report findings to Communications 3. Prepare meals/snacks; distribute water as needed 4. Record all activities



Student Supervision	<u>East Fence</u>
Coordinator: Robyn Walker Available CSO's	Responsibilities: 1. Take over students left by other crews 2. Create system for each situation so students are safe and easily found 3. Evaluate long range situation and report ongoing needs
<u>Equipment/Supplies:</u> Radios, master Absence List, student schedules	

<u>Roving Troubleshooter</u>	<u>Everywhere on Campus</u>
Coordinator: Amelia Ayers Available CSOs	Responsibilities: Whatever needs to be done



N. ROLES AND RESPONSIBILITIES OF STAFF

In the event of an emergency requiring evacuation, staff must follow the procedures outlined below.

Evacuation Decision and Communication

- The administrator-in-charge will determine if an imminent danger to life exists and, if necessary, order an evacuation following the site's evacuation plan.
- Staff must maintain communication with the Emergency Operations Center (EOC) at all times.

Evacuation Procedures

1. Walkers

- Students walking to an alternate site must stay on sidewalks and proceed as directed.
- The designated assembly area for short-term evacuations is the bus chute near the gym, located at Rosamond Blvd/Mojave Tropico Road.

2. Buses

- If an evacuation requires bus transportation:
 - The administrator-in-charge will contact the EOC.
 - The EOC will arrange for buses to be dispatched.
 - Buses will transport students and staff to the nearest designated alternate site.
 - The EOC will inform the Superintendent and Emergency Services Coordinator regarding:
 - Number of students, staff, and others being transported.
 - Current status of the evacuation.

3. Student Release

- Students will only be released to individuals listed on their emergency contact card.
- A notification must be left at the school site indicating the relocation address where students have been taken.

4. Final Directives

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



ON-CAMPUS ASSEMBLY AREA PROCEDURES

In the event of an emergency requiring evacuation or sheltering on campus, the following procedures must be followed to ensure the safety and well-being of students and staff.

Immediate Actions

1. Take roll and report student attendance to the administrator-in-charge.
2. Assess medical needs and request assistance as necessary.
3. Provide medical care as needed.

Emergency Operations Center (EOC) & Coordination

- The Field Area will serve as the Emergency Operations Center (EOC) for the District.
- The District EOC will coordinate with the City's EOC, which can request additional assistance from the County Operations Area.
- After the emergency, the District EOC will initiate contact with all schools (in alphabetical order, starting with elementary schools) to assess damage and resource needs.

Mass Care & Safety Protocols

- Provide for mass care needs, including food, water, shelter, and sanitation.
- DO NOT light fires or touch fallen power lines.
- Follow all instructions from the administrator-in-charge.
- DO NOT attempt to re-enter any buildings until cleared as safe by an authorized official.

Student Release Procedures

- Students will ONLY be released to a parent, guardian, or the designated emergency contact listed on the emergency card.
- NO EXCEPTIONS to this policy will be permitted.
- If students are not picked up, they may be transported to another shelter for their safety.

Coordination with Law Enforcement

- When law enforcement arrives and establishes a Command Post, the Principal (or designee) will coordinate with the Lead Campus Safety Officer (CSO) and report to the Command Post.
- Emergency response personnel may not arrive for several hours—it will be the school's responsibility to care for students and staff until help arrives.



ON-SITE REVERSE EVACUATION & SHELTER-IN-PLACE

A Reverse Evacuation/Shelter-in-Place is implemented when it is safer for students, staff, and visitors to remain inside the building rather than evacuate. This procedure provides refuge during emergencies such as severe weather, hazardous materials (Hazmat) incidents, wildfires, or gunfire.

Immediate Actions

- 1. Shelter-in-Place Announcement**
 - The administrator-in-charge will announce a reverse evacuation and instruct everyone to move indoors immediately.
 - Be prepared to transition into a lockdown or extended shelter-in-place if necessary.
- 2. Move Inside Quickly & Secure Locations**
 - Students and staff must immediately enter the nearest building and proceed to their assigned classrooms or designated safe areas.
 - Safe areas may vary depending on the type of emergency.
- 3. Take Attendance & Report Missing Students**
 - Teachers will take attendance once inside.
 - Any missing students must be reported to the attendance clerk via email.
- 4. Remain in Place & Await Instructions**
 - DO NOT leave the shelter-in-place area until the all-clear is given by administration or emergency personnel.
 - Follow any additional safety measures as directed.

Potential Emergency Scenarios for Reverse Evacuation

- Severe Weather (e.g., high winds, tornado warnings, lightning storms)
- Hazardous Materials (Hazmat) Incident (e.g., chemical spill, gas leak)
- Wildfire/Forest Fire threatening the surrounding area
- Gunfire/Active Threat reported near the school



OFF-CAMPUS EMERGENCY EVACUATION SITES

In the event of an emergency requiring evacuation beyond the school campus, the District Emergency Operations Center (EOC) will determine the best route and destination options for relocation. The EOC is responsible for securing agreements with potential evacuation sites and coordinating transportation.

OFF-SITE EVACUATION PROCEDURES

If the administrator-in-charge determines that imminent danger to life exists, an evacuation order will be issued in accordance with the site evacuation plan.

ADMINISTRATIVE RESPONSIBILITIES:

1. Notify all students, staff, and visitors using all available communication methods:
 - PA announcement
 - Telephone/cell phone
 - Messenger
 - Radio or other means
 - The announcement will include the designated **assembly area** for evacuation.
2. **Coordinate Transportation:**
 - Contact the EOC, which will then arrange for bus transportation for student/staff relocation.
 - Buses will pick up students from the bus chute at the rear of the school site and transport them to the nearest designated alternate site.
3. **Provide Status Updates:**
 - The EOC will notify the Superintendent and Emergency Services Coordinator regarding:
 - The number of students, staff, and others being transported.
 - The status of the evacuation process.
4. **Student Release & Notification:**
 - Students will **ONLY** be released to individuals listed on their emergency card—no exceptions.
 - A notification must be left at the school site, indicating the relocation address of students and staff.
 - All further actions and directives will come from the administrator-in-charge.



TEACHER & PARAPROFESSIONAL RESPONSIBILITIES

Evacuation Process

- Remain calm, listen to instructions, and avoid panic.
- Ensure students exit in a single-file line to maintain order.
- Use primary exit routes unless they are unsafe—follow designated alternate routes if necessary.
- Take emergency kits with necessary supplies.
- Move students quickly from the crisis area to the designated evacuation assembly location.

Attendance & Accountability

- Take attendance immediately upon arrival at the evacuation site.
- Identify and report missing students to administrators.
- Account for any additional students who may have joined the evacuation from other classes or areas.

PINK SLIP SYSTEM & OFF-CAMPUS EMERGENCY EVACUATION PROCEDURES

The Pink Slip System at the Assembly Area

- Use the evacuation attendance sheets and the PINK SLIP from your RED FOLDER to report:
 - Missing students.
 - Students not assigned to your class but who evacuated with you.
- Submit these reports to Coordinator at the assembly area for tracking and follow-up.



OFF-CAMPUS EMERGENCY EVACUATION PROCEDURES

In an emergency requiring full campus evacuation, the following steps will be taken:

Evacuation Process

1. Evacuation Announcement:

- Administration will announce that the school is evacuating, along with the designated evacuation meeting area.

2. Orderly Exit & Assembly:

- Students and staff will exit all buildings and proceed to the designated location.
- Teachers will take roll and account for all students.

3. Reporting & Search for Missing Students:

- Administrators and designated personnel will receive roll call reports and document attendance.
- If a student is missing or unaccounted for, Campus Safety Officers (CSOs) and appropriate staff will search the area until the student is located.

4. Student Supervision & Behavior Management:

- Teachers and staff must maintain student behavior and help keep them calm and orderly.
- Everyone should listen for further instructions from administration or emergency responders.



REUNIFICATION PROCEDURES

In the event that students need to be reunified with parents/guardians after an emergency, the following process will be followed:

Reunification Site

- Primary Location: Tropico Middle School Gym
- Alternate Location: Field or other safe area as determined by the Principal/Designee or Kern County Sheriff's Department (KCSD)
- Student Release Process:
 - Clerical staff will release students at a designated posting station.

Parent/Guardian Notification & Check-In

- Parents/guardians will be notified of the emergency and reunification location.
- Upon arrival, parents/guardians must:
 - Report to the designated reunification area.
 - Provide the student's name to reunification staff.
 - Present a valid picture ID to confirm their identity and ensure they are authorized on the emergency release card.

Student Retrieval Process

- A staff runner will be sent to the student assembly area to bring the requested student(s) to the reunification area.
- If the student is in the first aid/medical treatment area, the parent/guardian will be directed there for reunification.

Final Documentation & Support Services

- Parents/guardians must sign a reunification form to confirm they have picked up their child.
 - Date and time of pickup will be recorded.
- Counselors will be stationed near the first aid area to provide support and emotional assistance as needed.



LOCKDOWN & STAY-IN-PLACE PROCEDURES

LOCKDOWN PROCEDURES

A Lockdown is implemented when a serious and volatile situation threatens the physical safety of students and staff. During a lockdown:

- Ignore all bells and fire alarms unless instructed by local emergency responders or if conditions (fire, structural damage, etc.) require immediate evacuation.
- No one is allowed to enter or exit the building until an official all-clear is given by law enforcement or school administration.

STAY-IN-PLACE PROCEDURES

A **Stay-in-Place** is used in two scenarios:

1. A potential threat exists outside the school building.
2. An internal situation requires students and staff to stay in classrooms while emergency responders manage the event.

During a Stay in Place:

- Students and staff continue normal classroom activities but must remain inside their rooms.
- No one is allowed to enter or leave the building until the Stay in Place is lifted.

LOCKDOWN RESPONSE PROCEDURES

Initiating a Lockdown

- Plain language must be used during an announcement—DO NOT use codes.
- The lockdown announcement will state:
“Lockdown: Lockdown: Lockdown.”
- Notifications will be made via intercom, telephone/cell phone, two-way radio, or other available means.
- Lockdown can be initiated by the Centegix badge.



Personal Action Steps for Lockdown

- ✓ Locks, Lights, Out-of-Sight.
- ✓ Move away from noise.
- ✓ Hide behind a solid barrier.
- ✓ Get behind a locked door—once locked, it must remain locked.
- ✓ Consider evacuation—if safe, exit the school and move to a secure location.
- ✓ Protect lives as necessary.
- ✓ Once at a safe location, notify the District Office.

Staff Responsibilities During Lockdown

Securing Students & Staff

- Move all students and staff into a classroom, office, or closet.
- If in shared spaces (Library, Cafeteria, Gym, etc.):
 - Library: Lock the door and remain inside.
 - Cafeteria: All students stay inside, lockdown procedures apply.
 - Gym: Students move into locker rooms, lock all doors, and shelter in place.
 - Recess or Outdoor Events: Escort students to the cafeteria or nearest secure location.

Lockdown Safety Measures

- Lock all doors and windows.
 - Close blinds if safe to do so.
 - Turn off lights.
 - Ensure silence—have students turn off computers, iPads, and cell phones.
 - Hide out of sight from doors and windows.
 - Sit or lay on the floor.
 - Use exterior walls if out of sight from windows.
 - If hiding near a window, brick or concrete walls offer the most protection.
 - Do NOT answer the door for anyone.
 - Law enforcement and administration will have a key to enter and release the lockdown.
-



Special Considerations for Students with Disabilities

- Teachers and staff supervising students with disabilities must follow the same lockdown procedures.
 - If a normal classroom setting cannot safely accommodate students with disabilities, the storage room adjacent to Room 6 may be used as a hold-in-place area.
-

KEY REMINDERS

- Lockdown remains in effect until law enforcement or school administration officially releases it.
 - Emergency responders may take time to arrive—staff must be prepared to maintain safety procedures for an extended period.
 - All lockdown protocols must be followed without exception.
-



ARMED STUDENT(S) – POSSESSION ONLY

If a student is suspected of possessing a firearm on campus, all staff members must follow these procedures to ensure safety:

1. **Report Immediately:**
 - Contact school administration to report the suspicion.
 - Call 911.
2. **DO NOT Approach the Student:**
 - STAY CALM and avoid escalating the situation.
 - Do not engage with or confront the student.
3. **Alert Administration Discreetly:**
 - Use a classroom phone, Centegix button, or runner to notify the administrator.
 - Provide as much information as possible in a calm and discreet manner.
4. **DO NOT Attempt to Retrieve the Firearm.**
 - DO NOT try to disarm the student.
 - DO NOT restrain or discipline the student.
 - Focus on keeping yourself and students safe.

When Administrator or Law Enforcement Arrives:

- Be prepared to provide the following details:
 - Student's name.
 - Exact location (room number) of the student.
 - Type of firearm suspected.
 - Location of the firearm (if known).
 - Number of students present.
 - Demeanor of the student and any other relevant observations.

INTRUDER(S) ON CAMPUS

A campus intruder is any unauthorized person who loiters, trespasses, or creates disturbances on school property. Immediate Actions

1. Call 911 and report the intruder immediately.
2. Contact the school office and provide the exact location of the intruder.
3. Follow Lockdown Procedures if instructed to do so.

During Lockdown:

- If you see the intruder, immediately report their location to the office.
- Take attendance and report any missing students to school administration.
- Keep phone and radio lines clear for emergency communication.
- Notify the Superintendent's Office about the situation.
- Remain in lockdown mode until law enforcement officially lifts the lockdown.



ACTIVE SHOOTER RESPONSE PROCEDURES

Note: In an active shooter situation, there is no single best response. However, following the Run-Hide-Fight strategy can increase survival chances.

RUN: If it is safe to do so, the first priority is to escape.

Evacuation Guidelines

- Exit the building through the safest route possible.
- Proceed to a designated assembly location or an alternate vetted site.
- DO NOT follow fire drill routes if they put you in danger.
- If the shooter is nearby, do not attempt to run unless you are confident in reaching a safe location.

Staff Training Considerations

- Leave personal belongings behind.
- Raise hands in the air when encountering law enforcement to signal you are unarmed.
- Identify possible escape routes in advance, including accessible routes for individuals with disabilities.
- Encourage others to leave, but do not stay behind if they refuse.
- Call 911 when safe to do so.

Accounting for Evacuated Personnel

- Because individuals may scatter, a communication system should be in place to account for students and staff when it is safe to do so.
 - A threat annex plan should address:
 - Primary and alternative escape routes.
 - Regular practice of escape routes.
 - Whether escape routes provide enough distance, cover, and concealment.
 - A system to account for personnel post-evacuation.
-



HIDE: If evacuation is not possible, staff and students should hide in the safest possible location.

How to Hide Effectively

- Lock doors and barricade them with heavy furniture.
- Close and lock windows, then cover them.
- Turn off lights and silence all electronic devices.
- Remain silent and stay out of sight.
- Look for additional escape routes.
- Identify possible defensive weapons (e.g., fire extinguishers, chairs, sharp objects).
- If safe, silently communicate with first responders:
 - Use signs in exterior windows to indicate room status.

Best Positioning for Hiding

- Stay along the wall closest to the exit, but out of view from doors and hallways.
- This provides an opportunity to ambush the shooter or escape if possible.
- DO NOT move until law enforcement gives an identifiable all-clear.

FIGHT: If running or hiding is not an option, individuals in immediate danger may attempt to disrupt or incapacitate the shooter.

Guidelines for Fighting

- Use aggressive force and items in the environment (fire extinguishers, chairs, heavy objects).
- Throw objects at the shooter to disorient them.
- Work as a team with others to overwhelm the shooter.
- Fighting is a last resort.
- No staff member is required to confront a shooter—this is a personal decision based on the situation.

KEY REMINDERS

- Law enforcement's priority is to stop the shooter—they may not stop to help the injured immediately.
- Stay calm, follow officer instructions, and keep hands visible.
- Do not leave hiding places until given a clear and identifiable all-clear.
- Reunification plans will be activated once law enforcement secures the school.



BOMB THREAT PROCEDURES

In the event of a bomb threat on campus, the following steps must be taken to ensure the safety of students and staff:

IMMEDIATE ACTIONS

1. Administration will initiate a "Stay in Place" order until further guidance is provided by:
 - District personnel
 - Kern County Sheriff's Department
 2. Caution all personnel:
 - DO NOT touch or pick up any suspicious objects—they could be explosive devices.
-

EMERGENCY NOTIFICATIONS

1. Contact Administration
 2. Call 911 immediately.
 3. Notify the Kern County Fire Department
 - Phone: (661) 256-2401
 4. Notify the Kern County Sheriff's Office
 - Phone: (800) 861-3110
 5. Notify the Superintendent or Assistant Superintendent
 - Phone: (661) 256-5000 ext. 1113 or 1119
-

STUDENT & STAFF SAFETY

- Students and staff must remain in a safe location until law enforcement and administrative officials determine the next steps.
 - Do not return to the school building until the all-clear is given by school administration.
-



BOMB THREAT PROCEDURES

In the event of a bomb threat, all staff members must follow these procedures to ensure the safety of students and personnel.

IF YOU RECEIVE A TELEPHONE BOMB THREAT:

1. Keep the caller on the line as long as possible.
2. Alert administration discreetly using an appropriate method (e.g., written note, another staff member, or silent notification if possible).
3. Gather as much information as possible:
 - Determine the caller's sex and approximate age.
 - Note any distinctive voice characteristics (e.g., accent, tone, pitch).
 - Listen for background noises (e.g., traffic, music, other voices) and note them.
4. **DO NOT** take any chances—immediately contact school administration for every threat.

INITIAL SAFETY RESPONSE:

1. Preserve the scene – **DO NOT** alter the environment where the bomb is reported:
 - If the door is open, leave it open.
 - If lights are on, leave them on.
 - Do not touch or move anything.
2. Await further instructions from administration or law enforcement.
3. If evacuation is ordered:
 - Do not remove any items from the classroom.
 - Instruct students to leave behind all backpacks, book bags, and personal belongings.
 - Exit the building in an orderly manner and proceed to the designated evacuation site.
4. If a suspicious device is found:
 - **DO NOT** touch, move, or inspect it.
 - Immediately report its exact location to law enforcement.

LAW ENFORCEMENT COORDINATION:

- Expect law enforcement to ask if any objects appear out of place or are located in unusual areas.
- Staff members, being familiar with the campus, may need to assist officers by identifying irregularities.
- School personnel should **NOT** search for the bomb or enter the area—however, be prepared to assist law enforcement if requested.



BOMB THREAT CHECKLIST

1. Initial Actions	
Time of call: AM/PM	Do not hang up! Keep the caller talking.
2. Exact Wording of Threat	
3. Questions to Ask	
When is the bomb going to explode?	
Where exactly is the bomb?	
When did you put it there?	
What does the bomb look like?	
What kind of bomb is it?	
What will make the bomb explode?	
Did you place the bomb?	
What is your name?	
Where are you?	
What is your address?	
4. Listen For:	
VOICE: accent/impediment/tone/speech/diction/manner	
LANGUAGE: polite/incoherent/irrational/taped/read out/abusive	
NOISE: traffic/voices/machinery/music/ noises on the line/local call/STD	
OTHER: sex of caller/estimated age	
Note the time of the end of the call:	AM/PM
Name of recipient (print):	
Signature:	Date:
Report the call to your Site Administrator, who will contact the Police.	



EXPLOSION OR THREAT OF EXPLOSION PROCEDURES

In the event of an explosion or the threat of an explosion—such as from leaking gas, a faulty boiler, or another hazardous source—the following emergency response procedures must be followed:

IMMEDIATE RESPONSE STEPS

1. Initiate Evacuation (Action: LEAVE BUILDING)

- Sound the fire alarm to alert all personnel.
- Immediately evacuate students to a safe area, following designated evacuation routes.

2. Notify Administration

- Contact school administration as soon as possible to report the situation.

3. Ensure Student Safety

- Move students away from the building and keep them at a safe distance.
- Maintain control of students and keep them calm and organized.
- Administer first aid if there are any injuries.

4. Notify Emergency Responders

- Call 911 immediately and report the explosion.
- Request emergency response from:
 - Kern County Fire Department
 - Kern County Sheriff's Department

SAFETY & RESPONSE PROTOCOLS

- Fight small fires ONLY if it can be done safely without endangering life.
- Take attendance and report any missing students to school administration.
- Notify the Principal, Assistant Superintendent, or Superintendent about the situation.
- Contact utility companies to report gas leaks, power outages, or suspected damage.
- Follow directives from the School Administrator and Fire Department officials.

RETURN TO SCHOOL SAFETY PROTOCOL



- Students and staff must NOT return to the building until:
 - The School Administrator and Fire Department officials declare the area safe.
 - All hazards have been assessed and cleared.
-

STUDENT PREPAREDNESS

- Teachers should instruct students on how to react independently in case an explosion or fire occurs when the teacher is not present.
- Students should be aware of evacuation routes and safe locations outside the building.

FIRE DRILL PROCEDURES

Fire drills are conducted at least four times per school year to ensure an organized, efficient, and safe response in the event of a real fire.

General Fire Drill Guidelines

- Teachers must instruct students that the primary rule in a fire drill is “organized haste.”
- Use the Exit Map to verify the correct evacuation route to the designated meeting area.
- All school personnel and visitors must evacuate the building, regardless of their activities.
- Students should not take coats, books, or personal belongings with them during a fire drill.

Evacuation Process

1. Upon leaving the classroom, teachers must take:
 - Student attendance record (class roll)
 - Emergency bucket
 - Evacuation file
 - Close the door behind them when exiting.
2. After reaching the assigned assembly area, teachers must call or check roll to ensure all students are present.
3. Campus Safety Officers (CSOs) must check restrooms, workrooms, libraries, or any area where the fire alarm may not have been heard to ensure all individuals have evacuated.
4. Each teacher must report class attendance to the assigned Command Post.
5. Teachers should assess their seating and classroom layout to ensure:
 - No obstructions (desks, furniture, etc.) blocking the exit.
 - Clear and easy pathways to exit points.



- No blind spots where students may get trapped.

FIRE WITHIN A SCHOOL BUILDING

If a fire is detected inside the school building, follow these emergency steps:

Immediate Actions

1. Contact School Site Administrator
2. Sound the school fire alarm to initiate Action: LEAVE BUILDING.
3. Evacuate students to a safe location, ensuring they remain away from the fire and emergency response areas.
4. Render first aid if necessary.

Emergency Notifications

- Call 911 immediately to notify:
 - Kern County Fire Department
 - Kern County Sheriff's Department
- Ensure emergency access roads are kept clear for fire and rescue vehicles.
- Notify the Principal, Assistant Superintendent, or Superintendent.
- Notify utility companies if there is a suspected break in gas, water, or power lines.

Post-Fire Procedures

- Students and staff may NOT return to the school until Fire Department officials declare the area safe.
- The Principal will determine whether additional actions are needed, including:
 - Action: GO HOME (early dismissal)
 - Other appropriate response measures

FIRE NEAR SCHOOL BUILDINGS:



If a fire near the school threatens students or buildings, the Principal shall:

Decision-Making & Evacuation

1. Determine if Action: LEAVE BUILDING is required.
2. Assess whether students and staff need to evacuate the school grounds entirely.
3. If evacuation is necessary, direct staff to move students to a safe location.
4. Maintain control of students at a safe distance from the fire and firefighting operations.

Emergency Notifications

- Take attendance and report missing students.
- Notify the Principal, Assistant Superintendent, or Superintendent.
- Determine if Action: DIRECTED TRANSPORTATION (relocating students via bus) or additional safety measures should be implemented.

Return to School Protocol

- Students and staff must NOT return to the campus until Fire Department officials declare the area safe.

If a Nearby Fire Poses an Immediate Threat:

- Staff must take immediate action to evacuate buildings and move students to safety.
-



SUSPICIOUS PACKAGES AND LETTERS PROCEDURES

Be cautious of suspicious mail or packages, as they may contain explosives, chemical, or biological agents. If you encounter a suspicious package, follow these safety guidelines to prevent potential harm.

CHARACTERISTICS OF A SUSPICIOUS PACKAGE OR LETTER

A package or letter should trigger suspicion if it:

- Is unexpected or from an unfamiliar sender.
 - Has no return address or an unverifiable return address.
 - Contains protruding wires, aluminum foil, or emits unusual odors or stains.
 - Has a postmark from a city/state that does not match the return address.
 - Feels unusually heavy, lopsided, or oddly shaped.
 - Is marked with threatening language.
 - Has inappropriate or excessive labeling, tape, or string.
 - Has excessive postage or appears overly packaged.
 - Misspells common words or has poorly typed/handwritten addresses.
 - Is addressed to someone no longer with the school.
 - Has incorrect titles, or titles without a name.
 - Is not addressed to a specific person.
-

IF YOU RECEIVE A SUSPICIOUS PACKAGE OR LETTER (NON-EXPLOSIVE THREAT)

If a package does not appear to contain explosives but may contain biological or chemical agents, follow these additional precautions:

1. DO NOT eat, drink, or touch your face while handling mail.
2. Do NOT open, shake, or smell the package.
3. Place the package in a plastic bag or secure container to prevent leakage.
4. If no container is available, cover the package with paper, clothing, or a trash can and DO NOT remove the cover.
5. Evacuate the area:
 - Leave the room and close the door behind you.
 - Block off the area to prevent others from entering.
6. Wash your hands immediately with soap and water to prevent spreading any contaminants.



7. Report the incident to the Principal immediately:
 - Administration will contact law enforcement and public health authorities.
 8. Make a list of all individuals present in the room when the package was discovered:
 - Provide this list to local public health and law enforcement officials for follow-up investigation.
-

IF A SUSPICIOUS PACKAGE MAY CONTAIN EXPLOSIVES

- DO NOT touch or move the package.
- Evacuate the area immediately and follow emergency procedures.
- Call 911 and notify administration.
- Do not use mobile phones, radios, or any electronics near the package (to prevent accidental detonation).
- Keep roads and exits clear for emergency responders.



WEAPONS FIRED RESPONSE PROCEDURES

In the event of shots fired at or near the school, immediate action must be taken to protect students and staff.

IMMEDIATE ACTIONS

- 1. Call 911 Immediately**
 - Report the gunfire to the Kern County Sheriff's Department.
 - Provide clear and concise details (location, number of shots, and any suspect description if available).
 - 2. Ensure Safety & Seek Cover**
 - Safety is the primary concern—keep students and staff under cover and concealed.
 - Move behind solid walls, doors, or other barriers.
 - Stay away from windows and glass doors.
 - 3. If the Suspect is Seen:**
 - DO NOT engage or approach the suspect.
 - Avoid any verbal or physical confrontation—doing so could escalate into a hostage situation.
 - 4. If the Suspect is Outside the School:**
 - Try to keep the suspect outside.
 - If safe to do so, lock entry doors to prevent access to the building.
 - 5. Understand the Threat Level**
 - The suspect should always be considered armed, unstable, and extremely dangerous.
-

SECURING THE SCHOOL

- Follow Lockdown Procedures until law enforcement arrives.
 - Remain in lockdown mode until an all-clear is officially announced.
 - Do not exit rooms or open doors until law enforcement or administration gives a clear directive.
-

ALL-CLEAR PROTOCOL

- The all-clear will ONLY be given when law enforcement declares the situation safe.
- Once the threat has been neutralized, school administration will provide further instructions on next steps.

O. Appendix



Evacuation Map

CSSP Important Communications/ Dates/Reviews/Revisions

Date	Contact	Notes
1/29/26	Kern County Fire Station 15	Will share with Kern County Fire Station 15 once SKUSD Board approves final draft.

Staff Training and Practice Drills Dates

Date	Staff Training and Practice Drill	Attendees from TMS
10/15/25	SKUSD Safety & Security Meeting	Shauna Tinich Joshua Konegni
10/21/25	Update TMS CSSP Meeting -	Rod Banahan and Shauna Tinich
1/28/26	SKUSD Safety & Security Meeting	Rod Banahan and Shauna Tinich
1/29/26	Update TMS CSSP Meeting -	Rod Banahan and Shauna Tinich



Public Meeting to Discuss CSSP at the School Site Council Meeting

2025-2026	SSC Date	Plan Adoption date
August	n/a	
September		
October	10/21/25	
November		
December		
January		
February		
March		
April		
May		
June		



PROTOCOLS: Classroom Signage
STAY IN PLACE: Get inside – lock outside doors

STUDENTS

Return to inside of building
Do business as usual

ADULTS

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

LOCKDOWN! Locks, lights, out of sight

STUDENTS

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

ADULTS

Close and lock door
Account for students and adults
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door

EVACUATE! Reunification site to be specified by site administrators

STUDENTS

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

ADULTS

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

SHELTER! Hazard and safety strategy

STUDENTS

Use appropriate safety strategy for the hazard

ADULTS

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



Appendix A

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.



Appendix B

Opioid Procedures/Information for TMS



Combating the Opioid Crisis: Schools, Students and Families

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

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



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

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

Resources

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



What is the role of schools?

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

Resources

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



What should students know and do?

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

Resources

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



