

Comprehensive School Safety Plan (CSSP)

Ed Code 32280-32289

Rare Earth High School/Abraham Lincoln



Southern Kern Unified School District

Principal: Robyn Calzada

2601 Rosamond Blvd

Rosamond Ca, 93560

661-256-5090

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Southern Kern Unified School District

Administration

Superintendent: Barbara Gaines

Associate Superintendent, Human Resources: Leanne Hargus

Assistant Superintendent, Educational Services: Dr. Larry Mendez

Assistant Superintendent, Special Education, Pupil Personnel: Sheryl Taylor

Chief Business Officer: Robert Irving

Facilities Operations & Planning: Rawley Davis

Board of Directors

President: Robert Vincelette

Vice President: Sunni Hepburn

Clerk: Justin Wright

Member: Mario Gutierrez

Member: Adrienne Rendon

School Admiration

Principal: Robyn Calzada

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School Safety Committee Members

Principal	Robyn Calzada
Teacher	Kristina Hillman
Teacher	Travis Ramirez
CSO (Classified)	Sadie Ontiveros
MHT & Threat Assessment Counselor (Certified)	Megan Rodriguez
Custodian (Classified)	Tyrie Twyman
Parent	Elizabeth Castanon

School Site Council
Review & Approval

Names of School Site Council	Position	
Robyn Calzada	Principal	
Kristina Hillman	Teacher	
Travis Ramirez	Teacher	
Rosa Solano	Classified	
Elizabeth Castanon	Parent	
Noelani Nelson	Student	

This comprehensive School Safety Plan was adopted by the School Site Council at a public meeting on: _____.

Attested:

Signature of School Principal

Date

Signature of SSC Chairperson

Date

2025-26

Rare Earth & Abraham Lincoln Staff

School Profile

Rare Earth High School and Abraham Lincoln School are two of the seven schools within the Southern Kern Unified School District, with a history dating back to July 1, 1962. Together, they serve a student population of 138, supported by a dedicated team of educators and staff. Both staff and parents have recognized and commented on the ongoing positive transformations within our school community. This section of the **Comprehensive Safe School Plan** outlines the programs currently in place at our school, as well as the strategies and initiatives developed by our **School Site Council** to enhance and maintain a safe, structured, and supportive learning environment.

Rosamond Community Demographics:

Rosamond, California Population (2020 Census): 20,961

Race	Population	Percentage
White Alone	9537	0.455
Hispanic or Latino*	9160	0.437
Black or African American	2766	0.132
Two or More Races	3647	0.174
Asian	629	0.03
American Indian and Alaska Native	272	0.013
Native Hawaiian and Other Pacific Islander	0	0.0000

*Hispanics may be of any race, so also are included in applicable race categories

Housing	
Owner-Occupied	78.0%
Median Value of Owner Occupied	\$330,100
Median Gross Rent	\$1230
Families & Living Arrangements	
Households	6609
Persons Per Household	3.15
Living in same house, percent of persons age 1 year+	89.5%
Language other than English spoken at home, percent of persons age 5 years+	31.2%
Computer and Internet Use	
Household with a computer, percent	96.4%
Household with a broadband Internet subscription	91.5%
Education	
High school graduate or higher age 25 years+	85.7%
Bachelor's degree or higher age 25 years+	17.2%

<https://www.census.gov/quickfacts/rosamondcdpcalifornia>

Operations, Policies, Procedures

At Rare Earth High School (REHS) and Abraham Lincoln Independent Study (ALIS), we prioritize student safety as a fundamental component of academic success. Through a progressive discipline system and ongoing communication with students and parents, we foster a collaborative approach to maintaining a secure learning environment.

To enhance safety for both students and staff, REHS and ALIS have established multiple systems and supports. The Principal and Campus Safety Officers provide active supervision before and after school, as well as during all nutrition breaks and lunchtime. The schools employ two Campus Safety Officers who are strategically positioned to monitor high-traffic areas, ensuring coverage during peak times. Additionally, REHS and ALIS have implemented **Positive Behavior Interventions and Supports (PBIS)** and **Character Strong** to promote a positive and respectful school culture.

REHS and ALIS are also equipped with the **Centegix Crisis Alert System**, which allows staff to immediately notify administration and emergency responders in the event of a medical emergency, safety concern, or life-threatening situation. This system provides rapid communication, audible and visual alerts, and supports immediate lockdown or emergency response when needed, enhancing campus-wide situational awareness and response time.

To prepare for emergency situations, REHS and ALIS conduct monthly safety drills, including fire, earthquake, lockdown, lockout, and evacuation exercises. Students are encouraged to submit written statements regarding incidents or concerns, which are reviewed by administration for investigation and appropriate action. Any safety concerns reported by students, staff, parents, or community members are promptly addressed, and intervention plans are implemented as needed.

Furthermore, **SKUSD utilizes Gaggle**, an online monitoring system that detects inappropriate, questionable, or potentially dangerous student activity. This program alerts administration to concerns, allowing for immediate review and response to ensure student safety.

By maintaining these proactive measures, Rare Earth High School and Abraham Lincoln Independent Study remain committed to fostering a safe, responsive, and supportive educational environment.

Rare Earth Bell Schedule 2025-2026

Regular Day			
Bell Schedule	Duration	Start	Finish
1st Period	0:50	8:00 AM	8:50 AM
2nd Period	0:49	8:52 AM	9:41 AM
Nutrition	0:15	9:41 AM	9:56 AM
Advisory	0:15	9:57 AM	10:12 AM
3rd Period	0:50	10:12 AM	11:02 AM
4th Period	0:50	11:04 AM	11:54 AM
Lunch	0:30	11:54 AM	12:24 PM
5th Period	0:49	12:25 PM	1:14 PM
6th Period	0:49	1:16 PM	2:05 PM
Minimum Day			
Bell Schedule	Duration	Start	Finish
1st Period	0:35	8:00 AM	8:35 AM
2nd Period	0:35	8:37 AM	9:12 AM
Nutrition	0:15	9:12 AM	9:27 AM
Advisory	0:12	9:28 AM	9:40 AM
3rd Period	0:35	9:40 AM	10:15 AM
4th Period	0:35	10:17 AM	10:52 AM
Lunch	0:30	10:52 AM	11:22 AM
5th Period	0:35	11:23 AM	11:58 AM
6th Period	0:35	12:00 PM	12:35 PM

Disaster / Incident Reference Sheet

Site/Agency	Contact Number
SKUSD	(661) 256-5000
• Superintendent	• Ext. 1113
• Educational Services	• Ext. 1119
• Human Resources	• Ext. 1140
• Business	• Ext. 1125
• Special Education / Pupil Personnel	• Ext. 1201
Maintenance	(661) 256-5015
Transportation	(661) 256-5070
Child Nutrition	(661) 256-0341
Rare Earth High School & Abraham Lincoln Alternative	(661) 256-5020
ALIS/Rare Earth	(661) 256-5090
Rosamond Elementary	(661) 256-5050
Westpark Elementary	(661) 256-5030
Tropico Middle School	(661) 256-5084
Parent Center	• Ext. 1215
Emergency Phone Number	9-1-1
Kern County Sheriff	(661) 861-3110
Fire	(661) 324-6551
Front Office	9001 & 9003
Principal Extension	9005

General Information: When faced with an emergency situation, please call the Front Office using extension “9001” or “9003”. Local Law Enforcement and Local Fire can be contacted by calling one of the numbers listed above. Clearly identify your exact location. If safe, remain on the line and do not hang up. Keep other lines clear for emergency calls. Your school site may well be a crime scene and everyone needs to take steps to preserve the evidence and to identify potential witnesses.

Teachers will gather roll sheets or other class records for student accountability. Consider the impact on students and your peers. Anticipate the involvement of Local Law Enforcement, Fire Department, mental health professionals and other first responders. When appropriate the district procedures for releasing students will be utilized.

LOCKDOWN: There are situations in which evacuating may place students and staff in greater danger. If conditions indicate that it is safest to remain inside, a LOCKDOWN will be announced and an immediate lockdown will occur. All classroom doors must be locked at once, and any students who are outside should immediately come indoors. If a fire alarm is sounding and a verbal/PA announcement for a LOCKDOWN is given, staff and students must follow the verbal/PA instructions and remain in place.

During a LOCKDOWN, everyone must remain in the locked room until directed to leave by law enforcement or school administration.

An additional indicator of a LOCKDOWN is the activation of the Centegix alert system. When activated, a strobe light in the classroom will flash and a lockdown announcement will be made.

Accidents: If an accident occurs on or near campus, or if a student or staff member is seriously injured, immediately press your Centegix badge three times to activate an alert.

Armed Student in Class: Do not confront the student! Do not attempt to retrieve the weapon, restrain the student, or administer discipline. Remain calm and, if necessary, maintain a neutral and conversational tone with the armed individual. Immediately activate the Centegix alert system by repeatedly pressing your badge until the LOCKDOWN is announced. Wait for law enforcement and campus security to arrive and follow all directions.

Bomb Threat: If a bomb threat is received, immediately refer to the “Bomb Threat Checklist.” Keep the caller on the line as long as possible and ask the caller to repeat the message. If the caller does not provide the location of the bomb or the time of possible detonation, ask for this information. If possible, have more than one person listen in on the call. Alert the Principal/Site Administrator by repeatedly pressing your Centegix badge until a LOCKDOWN or appropriate emergency announcement is made. Keep the matter confidential and immediately complete the “Bomb Threat Checklist.”

If a suspicious object or device is discovered and believed to be an explosive, DO NOT touch or handle the object. Immediately contact the Office/Administration using a hard-wired landline telephone and repeatedly press your Centegix badge until a LOCKDOWN or emergency response is announced. Provide the exact location and a detailed description of the object.

Administration and Law Enforcement will assess the situation and determine whether evacuation or lockdown procedures are necessary. Be prepared to report the location and an accurate description of the suspicious device. If directed, check that all doors and windows are open. Expect Campus Security, Administration, and/or Law Enforcement to examine rooms and be prepared to identify anything that appears out of place and any potential witnesses.

Earthquake: At the first sign of shaking, give the command “DROP.” If indoors, everyone should immediately get under a desk or table. If this is not possible, move next to an interior wall or under an interior doorway. Stay away from windows, computers, televisions, bookcases, file cabinets, and other heavy or unsecured objects. Get as far from windows as possible. Drop to your knees with your back to the window, knees together. Clasp one hand firmly behind your head, protecting your neck. With the other arm, hold onto a table or chair leg. Bury your face in your arms, protect your head, and close your eyes. Remain in this position until the shaking stops.

If outdoors, staff should direct students away from buildings, trees, light poles, and overhead wires. Give the command “DROP.” Everyone should cover as much exposed skin as possible, close their eyes, and cover their

ears. If students are traveling to or from school, instruct them to stay in open areas away from buildings, signs, trees, and wires. Do not run. Once the shaking stops, students should continue safely home or to school as directed.

FOLLOWING THE QUAKE: Anticipate aftershocks. Prepare for an orderly evacuation using pre-planned evacuation routes. Teachers should take roll and report missing students or staff. Students and staff are to remain in designated outdoor evacuation areas until buildings are inspected and declared safe. Be prepared to operate without first responder assistance for an undetermined period of time.

Retrieve medical supplies and provide first aid as needed. Keep in mind the following priorities:

1. Physical safety is the first concern.
2. Emotional well-being and trauma support are essential.
3. Accurate information should be shared as it becomes available.
4. Everyone will need opportunities to talk and process the experience.
5. Students should remain with trusted adults, friends, or family when possible.
6. When appropriate, engage students in calming, structured activities.

Fire/Explosion: In the event of a significant fire or explosion, activate the fire alarm and immediately press your Centegix badge three times to initiate an emergency alert and notify Administration and emergency responders. The injured should receive first aid as much as possible while awaiting first responders. Anticipate an evacuation away from threatened buildings using designated evacuation routes, taking wind direction into consideration.

Maintain supervision and accountability of students and take roll once safely evacuated. If smoke is present, instruct students to “stay low and exit,” crawling if necessary to avoid inhaling fumes. If evacuation is not possible, close all doors between you and the fire, seal cracks and openings with wet clothing or rags, and avoid fanning flames. Stay low to the floor to reduce smoke exposure and wait for assistance.

Be prepared to identify witnesses and anticipate possible relocation to an alternate site as directed by Administration or emergency personnel.

Gang Fight/Riot/Threatening Group: Immediately press your Centegix badge three times to contact Campus Security and Administration. Do not attempt to break up a fight. Identify yourself, issue a clear order for students to disperse if safe to do so, and allow Campus Security or Law Enforcement to manage the situation. Wait for their arrival and follow all directions.

(For Designated Staff): Call 9-1-1 and clearly identify your school site and exact location. Remain on the line until Law Enforcement arrives and provide as much information as possible, including:

- Who is involved and how many individuals
- Exact location of the incident
- Number of injured persons

- Whether any weapons are involved
- Any known background information regarding the conflict or participants

Administer first aid to injured individuals when it is safe to do so. If possible, remove uninvolved students from the area. Anticipate that a LOCKDOWN may be initiated to ensure student safety. If students are out of class, direct them away from the danger zone and, when appropriate, have them report immediately to their next class.

Do not disturb the area where the incident occurred, as it is considered a crime scene. Provide the names of potential witnesses to Campus Security or Law Enforcement. Assist in calming students and report any rumors or information regarding potential conflicts or additional threats. Notify the District Office to request additional security support as needed.

Hostage Situation: Immediately activate the Centegix alert system by repeatedly pressing your badge until a LOCKDOWN is announced. Do not use words such as “hostage,” “captives,” or “negotiate.” Remain calm. Do not confront, challenge, or attempt any heroics.

If a classroom is taken hostage, obey the suspect’s commands. Do not argue or resist. Remain passive and calm. Encourage a quiet, low-activity environment. Display calm, non-threatening behavior. Attempt to keep students calm and prevent any actions that could agitate the suspect. Ask permission before making any movements or taking any actions.

Attempt to establish rapport with the suspect. Provide your first name and, if possible, learn and use the suspect’s first name. Use first names for students as well, or refer to them as boys, girls, men, women, or students to humanize them rather than referring to them as objects. Listen carefully to complaints or demands and remain patient.

Do not allow radios, televisions, computers, or any devices that could broadcast news or outside information to be on, as this could escalate the situation. If possible and without increasing risk, ensure these devices remain off so the suspect cannot hear or see news coverage.

Remain calm and patient and wait for law enforcement. Understand that hostage situations may last several hours and that time is often a critical factor in achieving a safe resolution. “Time is on your side.”

Anticipate that when law enforcement enters, all possible suspects in the room may be temporarily restrained until positive identification is made and victims are released. A LOCKDOWN should be expected to protect students and staff in classrooms and offices. Follow all directions given by law enforcement and administration.

Rape: Provide care and first aid to the victim until law enforcement and medical personnel arrive. Immediately activate the Centegix alert system to notify Administration and emergency responders. Protect the crime scene and avoid disturbing or destroying any evidence. Do not allow the victim to use the restroom, wash, change clothing, or cleanse any part of their body unless directed by law enforcement or medical personnel.

Remain with the victim until the Site Administrator arrives. When possible, assign a same-sex staff member to stay with the victim for support. Identify potential witnesses.

If communication with the victim is necessary prior to law enforcement arrival, limit discussion strictly to immediate medical needs. Do not discuss details of the incident. Speak only in general terms if communication is required. It is critical that the first detailed statements regarding the incident are taken directly by law enforcement to preserve the integrity of the investigation.

Take all steps necessary to protect the victim's identity and maintain the highest level of privacy and confidentiality for the student and family. Confer with the Site Administrator regarding mandated reporting and contacting Child Protective Services, as required by law.

Shooting/ Armed Assailant: At the first indication of a shooting or armed assailant (e.g., sounds of gunfire, loud popping or cracking noises, shattering glass, or bullets striking surfaces), immediately activate the Centegix alert system by repeatedly pressing your badge until a LOCKDOWN is announced.

Instruct students to drop to the ground immediately and lie face down as flat as possible. If you are within 15–20 feet of a safer position, move quickly and seek cover. Crawl or move away from the sound of gunfire, placing solid obstructions between yourself and the threat whenever possible. Remember that some objects may conceal you visually but may not provide protection from gunfire. When you reach a relatively safe area, stay down, remain still, and do not raise your head or look out.

If inside a classroom and the assailant is outside:

Duck and cover. Keep students inside the room. Close and lock the classroom door, close blinds, turn off lights, and remain on the floor. If it is safe to do so, contact the office to report the location and any known information about the assailant. Follow all LOCKDOWN procedures and listen for directions from law enforcement and administration.

Office Personnel:

Duck and cover while making necessary calls from the floor. Keep students out of danger. Activate the Centegix system and ensure a LOCKDOWN is initiated. If designated, contact 9-1-1 and provide the school site and exact location. Relay all available information to law enforcement, including:

- Whether the suspect is still on campus
- Last known location and direction of travel
- Number of injured
- Description of any weapons or dangerous objects (report all weapons and possible ammunition)
- Whether shots were fired and the number of shots heard

Keep the PA system on, as directed, for emergency announcements. Follow all instructions from law enforcement and school administration.

Suicide/Threat: Suicide rarely occurs without warning. All statements or indications of suicidal thoughts must be taken seriously, particularly when a student shares specific plans or access to means.

Verbal Suicide Threat: If a student expresses thoughts of suicide or self-harm, LISTEN, SHOW CARE, and GET HELP immediately. Do not leave the student alone. Activate the Centegix alert system by pressing your badge three times to notify Campus Security and Administration. Campus Security or Law Enforcement will contact the school counselor and/or psychologist. Under no circumstances should untrained staff attempt to assess the level of suicidal risk. The counselor or psychologist will notify the student's parent, guardian, or emergency contact.

When a Student is Threatening Suicide on Campus and has a Lethal Weapon Available: Remain with the student and stay calm. Immediately activate the Centegix alert system by repeatedly pressing your badge until a

LOCKDOWN or emergency response is announced. Clear other students from the immediate area if it is safe to do so. Reassure the student that speaking up was the right thing to do and encourage them to talk. Listen carefully, use a calm and low voice, and repeat back what you hear to show understanding. Monitor the student's behavior continuously. If appropriate, encourage the student to agree to a verbal "no suicide" commitment (e.g., "I will not harm myself before speaking with a counselor.")

When warranted, an Incident Command Post (ICP) will be established away from the affected area to coordinate response efforts. An off-site Emergency Operations Center may also be activated in coordination with local law enforcement to support incident management and resource allocation.

Centegix ([PPT](#))

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

Cristis Alert Hardware

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

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

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

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

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

Important notes:

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

Types of Alerts

2 types of alerts:

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

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

Activated by repeatedly pressing the button.

What happens when a Staff alert is initiated

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

Lockdown via a Badge

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

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

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

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

How to Wear a Badge

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

Attach to your lanyard

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

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

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

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

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

Badge Facts

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

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

Your location is only shared when the badge is pressed.

Please do not write on the badges.

The badge is water resistant, not water proof.

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

HOW TO INITIATE:

Staff Alert

"I Need Help"
98% of usage

Situations requiring a Staff Alert:

- Medical emergency
- Fight
- Elopement
- Custody issue

Click the Badge THREE TIMES:
You will receive a
short vibration feedback

Lockdown

0-2%

When you need to hard lockdown a site:

- Campus Threat
- Visible weapon

KEEP CLICKING the Badge:
You will receive a
2nd longer vibration



STAFF TRAINING

Child Abuse Reporting Procedures

Reporting Obligations

All employees are legally mandated reporters and must notify the appropriate authorities immediately upon suspicion of child abuse. The **observing employee** is responsible for making the initial report and submitting a written report. **By law, all suspected cases must be reported, even if there is doubt.** Failure to report can result in fines, imprisonment, or both.

Employees must not discuss suspected child abuse cases with anyone other than their supervisor or principal, and only if they choose to inform them.

Authorities to Notify

1. **Child Protective Services (CPS)**
 - Phone: (661) 631-6011
 - Fax: (661) 631-6568
 - <https://www.kcdhs.org/services/child-protective-services/abuse-reporting>
2. **Kern County Sheriff (Mojave Station)** – To be contacted first if visible bruises or signs of pain are observed.
 - Phone: (661) 824-7130

Important: Do not rely on others to report on your behalf. If you have reasonable suspicion of abuse, you are legally required to report it.

Safety Precautions

- When making a report, it is advisable to have a witness present.
- Record the witness's name next to yours on the report form.
- The witness should sign and note "witness to call."
- Report forms are available in the front office.

Mandated Reporting Guidelines

According to Southern Kern USD Administrative Regulation 5141.4, district employees must report all known or suspected cases of child abuse and neglect in accordance with state law, board policy, and administrative regulations. Employees shall not conduct independent investigations but must fully cooperate with designated agencies responsible for handling these cases.

Per **California Penal Code 11165.7**, mandated reporters include, but are not limited to:

- Teachers

- Instructional aides
- Teacher's aides/assistants
- Classified employees
- Certificated pupil personnel employees
- Administrators
- Employees of licensed daycare facilities
- Head Start teachers
- District police or security officers
- Administrators, presenters, or counselors in child abuse prevention programs

Reporting Procedures

1. Initial Telephone Report
 - Call the police department, sheriff's department, county probation department (if designated), or the welfare department.
 - Kern County Sheriff – Mojave: (661) 824-7130
2. Written Report Submission
 - A completed Child Abuse Report Form must be forwarded within 36 hours of the initial report.

Legal Protections

- **Employees are not liable for defamation** when reporting suspected child abuse in the course of their employment.
- **The burden of proof is not on the reporter.** Investigations are conducted by law enforcement, probation departments, and Child Protective Services.
- If you have **reasonable suspicion**, you must report. **When in doubt, file a report.**



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

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

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



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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (continued)

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

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

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

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

V. DISTRIBUTION

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

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

ETHNICITY CODES

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

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:

1. Classrooms and hallways during the school day
2. Administrative offices
3. Counseling and nurse offices
4. Staff workrooms and records rooms
5. School buses
6. 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.

Youth Suicide Prevention Policy

Southern Kern USD Board Policy 5141.52

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

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

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

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

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

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

Overall Strategic Plan for Suicide Prevention

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

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member

to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

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

Prevention:

A. Messaging about Suicide Prevention

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

B. Suicide Prevention Training and Education

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

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

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and post prevention. All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., mental health therapists, school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour

general suicide prevention training, options to be determined. Core components of the general suicide prevention training shall include:

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

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

Employee Qualifications and Scope of Services

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

Specialized Staff Training (Assessment)

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

Parent, Guardians, and Caregivers Participation and Education

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

Student Participation and Education

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

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

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

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

Intervention, Assessment, Referral

A. Staff

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

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

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

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

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

Parents, Guardians, and Caregivers

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

Students

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

Parental Notification and Involvement

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

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

Action Plan for In-School Suicide Attempts

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

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;

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

Action Plan for Out-of-School Suicide Attempts

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

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

Supporting Students after a Mental Health Crisis

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

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;

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

Re-Entry to School after a Suicide Attempt

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

The following steps shall be implemented upon re-entry:

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

Responding After a Suicide Death (Postvention)

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

general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

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

Forms for the Comprehensive School Threat Assessment Guidelines

What is the purpose of these forms?

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

Do I conduct a threat assessment for all threats?

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

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

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

Do I complete every section of each form?

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

Who completes the forms?

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

Can I modify these forms?

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

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

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

Should I document transient threats?

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

Where should I file these forms?

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

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

Threat Assessment

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

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

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

Should I document transient threats?

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

Where should I file these forms?

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

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

THREAT ASSESSMENT AND RESPONSE PROTOCOL®

Comprehensive School Threat Assessment Guidelines

OVERVIEW

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

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

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

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

No

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

Yes

Step 2. Attempt to resolve the threat as transient.

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

Yes

Case resolved as transient; add services as needed.

No

Step 3. Respond to a substantive threat.

For all substantive threats:

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

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

Serious

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

Very Serious

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

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

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

Step 5. Implement and monitor the safety plan.

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

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

THREAT REPORT		
A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present. The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.		
Name of person reporting threat:		Date/time threat reported:
Affiliation of person reporting threat: ☐ Student ☐ Parent ☐ Staff ☐ Other:		
Name of person receiving the report:		
INCIDENT or BEHAVIOR OF CONCERN		
Name of person making threat:		Date/time threat made:
Affiliation of person making threat: ☐ Student ☐ Parent ☐ Staff ☐ Other:		Status: ☐ Current ☐ Former
Identification: ☐ Male ☐ Female Age: Grade, if student: School program, if student:		
Emergency Contact:		Relationship:
Home Address:		Phone:
Location threat occurred: ☐ School Building or Grounds ☐ School Bus/Other Travel ☐ School-Sponsored Activity		
☐ Digital communication such as text or post ☐ Other:		
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?		
ASSESSMENT FINDINGS (All sources are not needed in most cases.)		
Sources of Information	Was information reviewed?	Relevant Findings (use additional pages as needed)
Prior threats	☐ Reviewed ☐ Not applicable ☐ Not available	
Prior discipline incidents	☐ Reviewed ☐ Not applicable ☐ Not available	
Academic records	☐ Reviewed ☐ Not applicable ☐ Not available	
Special education records	☐ Reviewed ☐ Not applicable ☐ Not available	
Other records	☐ Reviewed ☐ Not applicable ☐ Not available	
Records from other schools	☐ Reviewed ☐ Not applicable ☐ Not available	
Records from outside agencies (e.g., social services or mental health)	☐ Reviewed ☐ Not applicable ☐ Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	☐ Reviewed ☐ Not applicable ☐ Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	☐ Reviewed ☐ Not applicable ☐ Not available	

INTERVIEWS

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

Subject: Person who made threat or engaged in threatening behavior

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

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

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)
2. What exactly did you say? And what exactly did you do?
3. What did you mean when you said or did that?
4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)
5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)
6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

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

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

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

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

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

KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:

1. Subject admits to threat (statement or behavior).	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	

Threat is likely to be more serious:

7. Subject continues to feel angry toward target.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
8. Subject expressed threat on more than one occasion.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
11. Subject has prior conflict with target or other motive.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
14. Threat involves use of a firearm.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
17. Threat involves gang conflict.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	

Other relevant observations:

THREAT CLASSIFICATION

Date of initial classification:	☐ Not a threat	☐ Transient	☐ Serious Substantive	☐ Very Serious Substantive
Date of change in classification, if any:	☐ Not a threat	☐ Transient	☐ Serious Substantive	☐ Very Serious Substantive
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
2. History of criminal acts.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
5. History of intense anger or resentment.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
6. Has grievance or feels treated unfairly.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
7. Feels abused, harassed, or bullied.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
9. Has been seriously depressed.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
10. Experienced serious stressful events or conditions.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
11. Substance abuse history.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
14. Prescribed psychotropic medication.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
17. Lacks supportive family.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
18. Lacks positive relationships with peers.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	
19. Other factors that suggest need for intervention.	☐ Yes ☐ Partially ☐ No ☐ Don't know/Not available	

THREAT RESPONSE		
Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).		
☐	1. Increased contact/monitoring of subject	
☐	2. Reprimand or warning	
☐	3. Parent conference	
☐	4. Student apology	
☐	5. Contacted target of threat, including parent if target is a minor	
☐	6. Counseling (note number of meetings)	
☐	7. Conflict mediation	
☐	8. Schedule change	
☐	9. Transportation change	
☐	10. Mental health assessment	
☐	11. Mental health services in school	
☐	12. Mental health services outside school	
☐	13. Assess need for special education services	
☐	14. Review of Individualized Education Program (IEP) for students already receiving services	
☐	15. 504 plan or modification of 504 plan.	
☐	16. Behavior Support Plan created or modified	
☐	17. In-school time out or suspension	
☐	18. Out-of-school suspension (number days)	
☐	19. Referral for expulsion	
☐	20. Other disciplinary action	
☐	21. Change in school placement (e.g., transfer, homebound instruction)	
☐	22. Services for other persons affected by threat	
☐	23. Law enforcement consulted	
☐	24. Legal actions (e.g., arrest, detentions, charges)	
☐	25. Other actions	

CASE PLAN	
This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.	
Case Resolution or Safety Plan	Date
Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.	
Follow-up or Revision of Plan	Date
Describe current status of plan and any revisions. List persons responsible for each component of revised plan.	

MENTAL HEALTH ASSESSMENT Comprehensive School Threat Assessment Guidelines®	
A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives: 1. <i>Treatment and referral needs.</i> Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs. 2. <i>Threat reduction.</i> Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.	

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

Subject Name	See records and additional information obtained by threat assessment team to supplement this assessment.
Person(s) Conducting Interview	Location, Date of Interview
Usually the interview can begin by asking "Do you know why I want to talk to you?" and after the subject has responded, "Let me explain the purpose of our meeting today." Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed. Review of Threat 1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that? 2. I know you must have had reasons to say (or do) that; can you explain what led up to it? 3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from? 4. What could happen that would make you want to do it? (carry out the threat) 5. What would happen if you did do it? (review both effects on intended victims and consequences for student) 6. What do you think the school should do in a situation in which a person makes a threat like this? 7. What were you feeling then? How do you feel now? 8. How do you think (the person threatened) felt? Relationship with Intended Victim(s) 1. How long have you known this person? 2. What has happened in the past between you and this person? 3. What do you think this person deserves? 4. Do you see any way that things could be improved between you and this person?	

Family Support

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

Stress and Trauma

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

Mood

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

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

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

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

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

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

Psychotic Symptoms

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

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

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

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

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

Note and inquire about any other symptoms of mental disorder.

Weapons

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

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

Access to Firearms

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

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

Aggressive Behavior

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

School Discipline

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

2. Have you ever been suspended or expelled?

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

4. Do you ever cut school or certain classes?

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

Delinquent Behavior

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

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

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

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

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

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

Exposure to Violence

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

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

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

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

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

Bullying

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

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

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

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

Peer Relations

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

2. How would your friends describe you?

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

4. Do you have friends who get in trouble?

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

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

Coping

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

2. What kinds of things do you do well?

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

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

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

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

Parent/Guardian Interview

Parent Name		Relationship to Student
Person(s) Conducting Interview		Location, Date of Interview

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

Parent Knowledge of the Threat

1. What do you (the parent) know about the threat?
2. Have you heard your child (or use child's name) talk about things like this before?
3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)
4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)
5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

School Adjustment

1. Has your child ever been suspended or expelled from school?
2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?
3. Has your child ever needed special help in school? Ever been retained?
4. Has your child ever been tested in school?
5. How does your child like school?
6. How often does your child do homework?
7. What are your child's teachers like?

Family Relationships and Current Stressors

1. Who lives in the home?

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

Move, divorce/separation, losses
Financial status, employment changes for parents
Others in home involved with court or the law

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

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

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

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

7. What responsibilities does your child have at home?

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

Peer Relations and Bullying

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

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

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

Delinquent Behavior

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

History of Aggression

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

Access to Weapons

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

Exposure to Violence

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

History

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

Mental Health

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

Teacher/Staff Interview

Name of Person Interviewed		Relationship to Student	
Person(s) Conducting Interview		Location, Date of Interview	

Academics

1. How is this student doing academically? Has there been any change in recent weeks?
2. What are this student's verbal skills? How well can he or she express himself/herself in words?
3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability.

Teacher Knowledge of the Threat

1. What do you know about the threat?
2. Have you heard this student talk about things like this before?
3. What have other students told you about this incident?
4. Is there another teacher or staff member who might know something about this?

Student's Peer Relations

1. How well does this student get along with other students?
2. Who are the student's friends?
3. Are there students who do not get along with this student?
4. Have there been other conflicts or difficulties with peers?
5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

Depression

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

Discipline

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

Aggression

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

Parents

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

Mental Health Assessment Report Template

Identifying Information

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

Reason for Referral

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

Sources of Information

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

Major Findings

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

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

Conclusions

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

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

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

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

BEHAVIOR INTERVENTION PLAN

For behavior interfering with the student's learning or the learning of others

Confidential - For Teacher/Staff Use Only

See: www.pent.ca.gov for downloadable forms

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

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

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

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

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

Remove student's need to use the problem behavior

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

Who will establish?

Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

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

Support an alternative behavior that meets same need

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

By whom?

How frequent?

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

Selection of reinforcer based on:

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

By whom?

How frequent?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

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

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

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

Conclusions

Are curriculum accommodations or modifications also necessary? Where described:

☐ Yes ☐ No

Are environmental supports/changes necessary?

☐ Yes ☐ No

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

☐ Yes ☐ No

Are both teaching of new alternative behavior AND reinforcement needed?

☐ Yes ☐ No

This BSP to be coordinated with other agency's service plans?

☐ Yes ☐ No

Person responsible for contact between agencies

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between?

Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student:

☐ Parent/Guardian:

☐ Educator and Title:

☐ Educator and Title:

☐ Educator and Title:

☐ Administrator:

☐ Administrator:

☐ Other:

☐ Other:

Emergency/Disaster

Response Procedures

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

The **Centegix Crisis Alert System** will be used to initiate emergency response.

- A **3-press activation** is used for medical emergencies, serious injuries, fires, chemical incidents, sexual assault, bomb threats (initial), major disturbances, and other critical situations requiring immediate assistance but not an active lethal threat.
- A **repeated-press activation** is used for life-threatening situations requiring immediate law enforcement response and lockdown, including an active shooter, armed individual, hostage situation, or a student threatening self-harm with access to a lethal weapon. Repeated pressing continues until a LOCKDOWN or emergency announcement is heard.

Earthquake

DROP, COVER and HOLD ON

What to do during an Earthquake:

- Protect yourself in the safest place possible without having to move far. Regardless of physical limitations, everyone must protect themselves to the best of their ability. The greater the limitation, the more important it is to identify and remain in a safe space.
- Do not attempt to exit the building during shaking. Most injuries occur from falling debris or people moving during the quake.
- DROP under a desk, table, or against an interior wall before the shaking knocks you down.
- COVER your head and neck with one arm or hand and, if possible, take cover under sturdy furniture.
- HOLD ON to the furniture or structure you are using for cover until the shaking completely stops.

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

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

Once the shaking stops:

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

Fire & Explosion

Upon discovering a fire, explosion, or smoke in the building, immediately activate the fire alarm and press your Centegix badge **three times** to initiate an emergency alert and notify Administration and emergency responders. Alert people in the immediate area and begin evacuation using designated routes, taking wind direction into consideration.

When the fire alarm sounds, a complete evacuation is required. Walk—do not run—to the nearest identified exit and proceed out of the building. Do not use elevators. If an identified exit or stairway contains smoke or fumes, use an alternate route. Close doors and windows as you leave, if possible. Continue evacuating even if the alarm stops and warn others who may attempt to enter the building. Do not re-enter the building until directed by the Principal, Administration, Emergency Services, or Security.

Move a safe distance away from the building, keeping entryways, roadways, and walkways clear for responding equipment. If smoke is present, instruct students and staff to “stay low and exit,” crawling if necessary to avoid inhaling fumes. If evacuation is not possible, close all doors between you and the fire, seal cracks and openings with wet clothing or rags, stay low to the floor, and wait for assistance.

Provide first aid to injured individuals when it is safe to do so. Maintain supervision and accountability of students and take roll once in the evacuation area. Identify potential witnesses and be prepared for possible relocation to an alternate site as directed by Administration or emergency personnel. Security and building staff will assist emergency responders and provide access to affected areas. Everyone must follow all directions from emergency personnel upon arrival.

Lockdown

There are situations in which evacuating may place students and staff in greater danger. If conditions indicate that it is safest to remain inside, a LOCKDOWN will be announced and an immediate lockdown will occur. Any staff member who becomes aware of an imminent or active threat (e.g., armed individual, active shooter, hostage situation) must immediately activate the Centegix alert system by **repeatedly pressing the badge until the LOCKDOWN announcement is heard**. A strobe light in the room will also activate when a Centegix alert is triggered.

If a fire alarm is sounding and a verbal/PA announcement for a LOCKDOWN is given, follow the verbal/PA instructions and remain in place.

During Classes

Teachers:

- Lock classroom doors immediately.
- Turn off lights and close blinds.
- Move students away from windows and doors and have them remain low and quiet.
- Do not open the door for anyone until directed by Law Enforcement or Administration.
- Remain in the room until an “all clear” is given by Law Enforcement or Administration.

Security:

- Report to assigned areas and assist in moving any students found outside of classrooms into the nearest secured room.
- Notify Administration of the location of secured students and status of assigned areas.

Administrators (APs/Vice Principals):

- Assist Security in securing all areas and students.
- Report to locations as assigned by the Principal or Law Enforcement.

Principal:

- Establish and manage the command post.
- Coordinate with Law Enforcement and District Administration.
- Issue directions via PA and other communication systems as appropriate.

When Students Are Not in Class (Passing Periods, Lunch, Before/After School)

Teachers and Staff:

- Direct students to the nearest classroom, office, or secure area.
- Admit students quickly, lock doors, close blinds, and turn off lights.
- Move students away from windows and doors and keep them low and quiet.
- Do not open doors until directed by Law Enforcement or Administration.

Security and Administration:

- Assist in securing students and areas.
- Provide situational updates to the command post and Law Enforcement.

All staff and students must remain in locked rooms until directed to leave by Law Enforcement or School Administration.

Active Shooter/ Assailant Response

At the first indication of an active shooter or armed assailant (e.g., gunfire, loud popping or cracking sounds, shattering glass, or bullets striking surfaces), immediately activate the Centegix alert system by **repeatedly pressing your badge until a LOCKDOWN announcement is heard**.

Instruct students to drop to the ground immediately and lie face down as flat as possible. If within 15–20 feet of a safer position, move quickly to cover. Crawl or move away from the sound of gunfire, placing solid obstructions between you and the threat whenever possible. Remember that some objects may visually conceal you but may not stop bullets. Once in a relatively safe area, stay down, remain still, and do not raise your head.

If Inside a Classroom (Assailant Outside):

- Duck and cover.
- Close and lock the door.
- Close blinds, turn off lights, and keep students low and quiet.
- Do not open the door until directed by Law Enforcement or Administration.

Office Personnel:

- Duck and cover while initiating the Centegix repeated-press.
- Maintain PA capability for emergency announcements as directed.
- Relay information to responding authorities when safe to do so (last known location, direction of travel, number of injured, and description of any weapons).

Follow all LOCKDOWN procedures and listen for directions from Law Enforcement and School Administration. Remain in place until an official “all clear” is given.

Hostage Situation

A hostage situation is any situation in which a person or persons are forced to remain in one location by one or more individuals, often with a weapon present and threats of harm. All hostage situations are extremely dangerous.

Any staff member who becomes aware of a hostage situation must immediately activate the Centegix alert system by **repeatedly pressing the badge until a LOCKDOWN announcement is heard.**

Do not use words such as “hostage,” “captives,” or “negotiate.” Remain calm. Do not confront, challenge, or attempt any heroics.

If a classroom is taken:

- Obey the suspect’s commands.
- Do not argue, resist, or attempt to flee unless directed by law enforcement.
- Remain passive and calm.
- Keep students calm and prevent any actions that may agitate the suspect.
- Ask permission before making any movement.
- Attempt to establish rapport using first names when possible.
- Speak calmly and listen.
- Do not allow radios, televisions, computers, or devices that could broadcast news to be on, as this may escalate the situation.
- Remain in place and wait for law enforcement.

Lockdown:

Appropriate actions will be taken to isolate the suspect and victims and to prevent additional individuals from being exposed. All other students and staff will remain secured in lockdown locations.

Evacuation:

If directed by law enforcement or administration, evacuate areas not involved, ensuring routes do not pass near the controlled area. Proceed only to designated evacuation locations.

Re-entry:

No one is to enter or re-enter the building until cleared by Law Enforcement and Administration.

Command and Communication:

The Principal or designee will establish the command post and coordinate with Law Enforcement. All media and parent communications will be handled by the Principal or District Administration.

Anticipate that at the point of rescue, all possible suspects may be temporarily restrained by Law Enforcement until positive identification is made and victims are released. Follow all instructions given by Law Enforcement and Administration.

Bomb Threat

All bomb threats must be taken seriously and treated as real until investigated and a search is completed.

If a Bomb Threat Call Is Received (Initial Response – Centegix 3-Press):

- Keep the caller on the line as long as possible; do not hang up.
- Write down the exact time of the call and any caller ID information.
- Signal another staff member to alert the Principal/Site Administrator.
- Ask for the location of the device and the time of possible detonation if not provided.
- Complete the Bomb Threat Checklist and note exact wording, voice characteristics, background noises, and any identifying details.
- Keep the matter confidential to avoid panic.
- **Activate the Centegix alert system by pressing your badge three times** to notify Administration and initiate response.

If a Suspicious Device Is Located or Detonation Is Imminent (Centegix Repeated Press):

- **Do NOT touch or handle the object.**
- Immediately activate the Centegix alert system by **repeatedly pressing your badge until a LOCKDOWN or emergency announcement is made.**
- Contact the Office/Administration using a hard-wired landline if available.
- Provide the exact location and a detailed description of the object.

Search and Evacuation:

Administration and Law Enforcement will determine whether to:

- Conduct a low-profile search,
- Conduct a comprehensive staff search,
- Partially evacuate, or
- Evacuate immediately.

Search procedures:

- Start outside and work inward.
- When inside, start at the bottom floor and work upward.
- Search teams work toward each other.
- Minimize radio use if directed by Law Enforcement.

Evacuation (if ordered):

- Clear pre-designated evacuation routes and assembly areas.
- Move students and staff calmly and crosswind when possible.
- Maintain supervision and take roll.
- Do not re-enter buildings until cleared by Law Enforcement and Administration.

Be prepared to identify potential witnesses and report any objects that appear out of place. Follow all directions from Law Enforcement and School Administration.

Suicide Threat

Suicide rarely occurs without warning. All statements or indications of suicidal thoughts must be taken seriously, especially when a student shares specific plans or access to means.

Verbal Suicide Threat (No Weapon Present – Centegix 3-Press):

If a student expresses thoughts of suicide or self-harm:

- LISTEN. Show care and take the student seriously.
- Do not leave the student alone.
- **Activate the Centegix alert system by pressing your badge three times** to notify Administration and Campus Security.
- Campus Security or Administration will contact the school counselor and/or school psychologist.
- Under no circumstances should untrained staff attempt to assess the level of suicidal risk.
- The counselor/psychologist will notify the student's parent/guardian or emergency contact and determine appropriate intervention.

Student Threatening Suicide on Campus with Access to a Lethal Weapon (Centegix Repeated Press):

- Remain with the student and stay calm.
- **Immediately activate the Centegix alert system by repeatedly pressing your badge until a LOCKDOWN or emergency announcement is heard.**
- Clear other students from the immediate area if it is safe to do so.
- Reassure the student that speaking up was the right thing to do and encourage them to talk.
- Listen carefully, speak in a calm, low voice, and repeat back what you hear to show understanding.
- Monitor the student's behavior continuously.
- When appropriate, encourage a verbal "no suicide" commitment (e.g., "I will not harm myself before speaking with a counselor.")

When warranted, an Incident Command Post (ICP) will be established away from the affected area to coordinate response efforts. An off-site Emergency Operations Center may also be activated in coordination with local law enforcement to support response management and resource allocation. Follow all directions from Law Enforcement and Administration.

Fallen Aircraft

If an accident, such as an aircraft crash, auto wreck, or other major disaster occurs on or near campus, or if a student or staff member is seriously injured:

- Immediately activate the Centegix alert system by pressing your badge **three times** to notify Administration and emergency responders.
- The Principal or designee will determine which emergency actions should be implemented.
- Teachers and staff will take immediate action to protect students without waiting for further direction if life safety is at risk.
- Keep all students and staff at a safe distance from the site due to the possibility of fire, explosion, or hazardous materials.
- Do not approach the crash site.

Administration will:

- Notify local Fire Department and Law Enforcement.

- Notify the Superintendent or designee.
- Determine whether evacuation, shelter in place, or lockdown is required.

Teachers and Staff will:

- Maintain supervision and control of students.
- Move students to a safe location away from debris, smoke, fuel, or secondary hazards.
- Take roll and report any missing or injured students to the command post.
- Provide first aid when safe to do so.
- Identify potential witnesses and preserve the scene.

Students and staff will remain in designated safe areas until directed by Administration or emergency personnel. No one is to return to the area until it has been declared safe by Fire Department or Law Enforcement.

Chemical Release

Inside the Classroom

- Immediately activate the Centegix alert system by pressing your badge **three times** to notify Administration and emergency responders.
- Evacuate the building in a safe manner upwind of the affected area.
- Notify the Superintendent's office.
- Principal or designees will have a 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:

- Activate the Centegix alert system (3-press).
- If necessary, evacuate buildings upwind of the affected area.
- Security/utilities team will isolate and restrict the affected area.
- Notify the Superintendent's office.

Surrounding Community:

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases. Should such an accident endanger the students or staff, the following will be accomplished.

- Determine the need to implement Action LEAVE BUILDING.
- Determine whether the students and staff should leave the school grounds.
- If appropriate, act to evacuate the building, and if necessary, the area.
- Move crosswind – never up, or downwind – to avoid fumes.
- With the school staff, maintain control of the students at a safe distance.
- Render first aid if necessary.
- Notify the Fire Department – 661-256-2401
- Notify Kern County Sheriff – 9-1-1

- Take Roll
- Notify the Principal, Assistant Superintendent, Superintendent, or other appropriate school official.
- The Principal will direct other actions as required.
- Students and staff should not return to school until Fire Department officials declare the area safe.

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

- The decision to evacuate will be made by the school principal or designee on the advice of the Kern County Sheriff's Department.
- Depending on the location of the threat, the earthquake bell or the fire bell will be used to sound the alert. The earthquake bell keeps students in the classroom and the fire bell evacuates them to the football field.
- Evacuation will be cross wind – never up or downwind. If the wind is north or south evacuation will be on the 30th street If wind is east or west, evacuation will be on Felsite Ave.
- In all cases except for extreme emergency evacuation will be by school bus. With the advice of the Kern County Sheriff, or other authority, we will evacuate on foot and always crosswind.
- Emergency information on evacuation and relocation will be given to the following radio stations:

KNX 1070 AM / KNX 97.1 FM	KGMX 106.3 FM
KUTY 1470 AM	KOSS 1380 AM
- Children will be released only to parents or guardians at the relocation area unless acceptable provisions are made to release them to someone else.
- The school principal or designee will make the decision as to when it is safe to return to the school.

Flood

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

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

- Notify school administration of any missing students.

“Hold in Place”

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

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

Evacuation Map

COVID Protocol

Most Recent Update: January 29, 2025

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

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

Authority and Responsibility

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

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

Date: January 29, 2025

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

From CDPH, the updated mitigation strategies include

Staying Up to Date on Vaccinations
Optimizing Indoor Air Quality
Using Face Masks*
Maintaining Good Hygiene

Managing Individuals with Symptoms**
Cleaning Facilities
Getting Tested for Respiratory Infections

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

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

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

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

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

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

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

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

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

3. Procedures to investigate COVID-19 illnesses at the workplace include:
 - a. Determining the day and time a COVID-19 case was last present; the date of the positive COVID-19 tests or diagnosis; and the date the COVID-19 case first had one or more COVID-19 symptoms. Appendix B Investigating COVID-19 Cases will be used to document this information.
 - b. Effectively identifying and responding to persons with COVID-19 symptoms at the workplace. **Site nurses have been trained on identifying the symptoms of COVID. They have also been trained on how to properly test symptomatic employees using rapid antigen tests**
 - c. Encouraging employees to report COVID-19 symptoms and to stay home when ill. **All employees are to continue to email COVID@sskUSD.k12.ca.us to notify the district when testing positive, or when symptomatic and in need of testing. Signs from CDC and CDPH have been provided to**

sites to inform staff of signs and symptoms of COVID-19.

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

Testing of Close Contacts

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

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

Notice of COVID-19 cases

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

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

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

Face Coverings

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

The following exceptions apply:

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

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

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

Respirators

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

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

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

Ventilation

For our indoor workplaces we will:

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

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

Reporting and Recordkeeping

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

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

Emergency Instructional Continuity Plan

Communication with Families & Students

In the event that in-person instruction is not viable due to an emergency, Rare Earth High School and Abraham Lincoln Independent Study will implement a structured Emergency Instructional Continuity Plan to ensure ongoing student engagement and academic support.

Within five calendar days of the emergency onset, the school will establish two-way communication with students and families through:

- District Communication Platforms: Automated calls, emails, and text messages via Parent Square.

- School Website & Social Media: Regular updates posted to keep families informed.
- Direct Teacher & Staff Outreach: Teachers and school counselors will conduct phone calls, video conferencing, or home visits (as necessary) to maintain communication with students and families.
- Parent & Student Support Line: A dedicated hotline and email address for questions regarding instructional continuity, mental health resources, and student needs.

This plan prioritizes social-emotional, mental health, and academic needs through access to counseling services, mental health therapists, and behavioral support teams as part of our Multi-Tiered System of Support (MTSS).

Alternate Modes of Instruction

Both schools will transition to remote instruction models if in-person learning is not possible:

1. Rare Earth High School:
 - At present time, all curriculum is delivered through Acellus, students will continue coursework remotely.
 - Teachers will hold scheduled Zoom office hours to answer questions and provide academic support.
2. Abraham Lincoln Independent Study:
 - Instruction will continue as usual, with weekly appointments transitioning to Zoom instead of in-person meetings.
 - Students will submit assignments through existing online platforms or alternate methods as needed.
3. Independent Study
 - For students with unreliable internet the districts will have hot spots at 1 per family that needs it.
 - Teachers will schedule weekly check-ins to monitor progress.
4. Emergency Enrollment Options:
 - If prolonged displacement occurs, families will have the option to temporarily enroll in a neighboring school district, county office of education, or charter school without residency restrictions.

Implementation Timeline

- Within 5 Calendar Days:
 - Student engagement initiated through Acellus and independent study meetings.
 - Two-way communication established with students and families.
 - Academic, mental health, and social-emotional support provided.
- Within 10 School Days:
 - Live Zoom support sessions and independent study check-ins fully implemented.
 - Independent study options provided if necessary.
 - Emergency enrollment options available for displaced students.

Rare Earth High School and Abraham Lincoln Independent Study will ensure that all emergency instructional plans align with the state's independent study standards to maintain academic integrity and eligibility for attendance-based funding.

Opioid Crisis Information



Combating the Opioid Crisis: Schools, Students and Families

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

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



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

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

Resources

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



What is the role of schools?

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

Resources

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

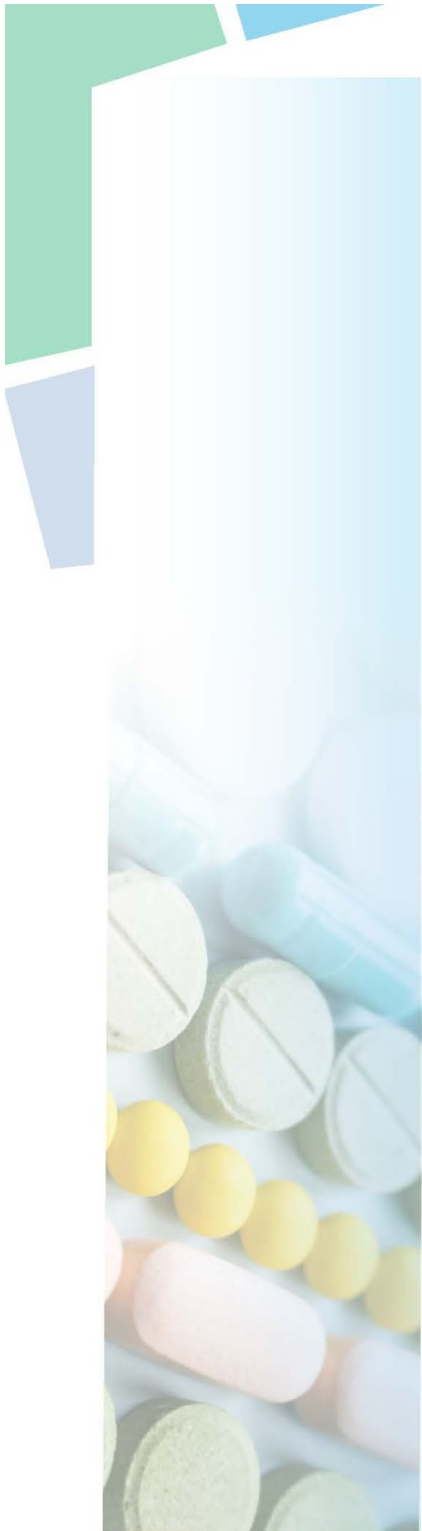


What should students know and do?

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

Resources

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



How can parents and guardians of students help?

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

Resources

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



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

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

Resources

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

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

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

School Crime Assessment Data

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
15	15.79	14.61	9.27	6.18	5.51	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	5.62	0.13	0	1.24	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.61	5.62
Female	13.33	11.11
Male	16.28	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.33	8.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	20.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	23.08	7.69
Socioeconomically Disadvantaged	13.92	3.80
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.74	0.00

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

Rosamond, CA- Local Law Enforcement Crime Data

DATA	DESCRIPTION
------	-------------

ROSAMOND CRIME DATA

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

Chances of Becoming a Victim of a Violent Crime	
1 IN 160 in Rosamond	1 IN 197 in California

Rosamond Violent Crimes

Population: 20,961

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

Chances of Becoming a Victim of a Property Crime	
1 IN 75 in Rosamond	1 IN 43 in California

Property Crimes

Population: 20,961

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

<https://www.neighborhoodscout.com/ca/rosamond/crime>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	89	75	65	86.7
Female	45	37	34	91.9
Male	43	38	31	81.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	54	48	88.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	11	8	72.7
English Learners	11	--	--	--
Foster Youth	--	--	--	--
Homeless	13	11	9	81.8
Socioeconomically Disadvantaged	79	67	58	86.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	23	18	17	94.4

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

Suspension & Expulsion Policies

A. Suspension & Expulsion Policies

BP 5144.1- Suspension and Expulsion/Due Process

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

Student Conduct, Concerns, and Consequences:

Student conduct which prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline

incidents. Students will learn that when they choose to violate a school/classroom standard, a consequence will result. Disruptive or disrespectful behavior will not be tolerated. Students are not to endanger themselves/others, continually disregard rules, or repeatedly interfere with others' right to learn.

Authority to Expel

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

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

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, marijuana, alcoholic beverage or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverages, or intoxicant of any kind, and then either sold, delivered, or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcoholic beverages, or intoxicant.
- e) Committed robbery or extortion.
- f) Caused or attempted to cause damage to school or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed, offered, arranged or negotiated to sell any drug paraphernalia
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. (Airsoft guns, etc.)
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code. 287
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma. q) Engaged in or attempted to engage in hazing.

q) Aided or abetted the infliction or attempted infliction of physical injury.

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

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

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

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

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

Consequences

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

Student Due Process

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

Alternative to Suspensions/Options

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

Required Parental Attendance

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

Definitions

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

Parent Notification of Regulations

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

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

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

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

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

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

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

Discrimination & Harassment Policy / Bullying Prevention

BP 5145.3- Nondiscrimination/Harassment

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

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

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

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

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

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

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

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

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

Record-Keeping

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

BP 5131.2 Bullying

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

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

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

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

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

Cyberbullying

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

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

Bullying Prevention

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

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

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

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

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

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

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

Intervention

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

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

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

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

Reporting and Filing of Complaints

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

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

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

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

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

Investigation and Resolution of Complaints

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

District-wide Dress Code

SKUSD STUDENT DRESS CODE

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.

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

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

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

Gang-Related Apparel

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

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 4 35183)

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

Pants:

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

Shirts:

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

Shoes:

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

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

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

Safe Ingress and Egress

Supervision of Students

Each morning, as students arrive on campus, two Campus Safety Officers (CSOs) are strategically positioned in designated areas to monitor student activity and ensure a safe environment.

During lunch and nutrition periods, the Principal and two CSOs actively patrol the Multi-Media Center and campus to provide comprehensive supervision and maintain campus safety.

At dismissal, the Principal and two CSOs oversee the bus loading area and campus exits, ensuring that students leave in a safe and orderly manner.

To enhance both routine and emergency communication, handheld radios are utilized by key personnel, including the Principal, CSOs, office staff, and custodial team. These radios facilitate real-time communication regarding student safety, staff coordination, and campus facility management.

Visitors

To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

SUPERVISION DUTIES

Classroom Supervision:

1. Do not leave your students unsupervised at any time. If you have an emergency during instructional time, call the office and someone will assist you. If you cannot reach the office, send a reliable student to get assistance.
2. **NEVER** leave your classroom unattended. Lock your classroom 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.**

Safe and Orderly Environment

Accomplishments/Areas of Pride

- REHS & ALIS has a committed staff that is willing to work hard and to turn weakness into strength.
- Our School Site Council is actively engaged in reviewing our school/safety policies and procedures and giving input on how to make our school safer and more student friendly.

Regularly emergency drills are conducted to allow students and staff to practice emergency situations.

Crime Rate and Public Safety in Rosamond

The crime rate in Rosamond is higher than approximately 61% of U.S. cities, according to FBI crime data. While Rosamond is not among the communities with the very highest crime rates, it records approximately 20 crimes per 1,000 residents. The likelihood of becoming a victim of either a violent or property crime in Rosamond is 1 in 51.

Comparison to California and National Averages

- Rosamond's overall crime rate is higher than the national average.
- The violent crime rate in Rosamond is among the highest in the nation, with a 1 in 160 chance of being a victim.
- The property crime rate is above average, with 1 in 75 residents experiencing property-related offenses.

Property Crime in Rosamond

Rosamond experiences a higher-than-average rate of property crime, including:

- Motor vehicle theft
- Arson
- Larceny
- Burglary

The chance of becoming a victim of property crime in Rosamond is 1 in 75.

Motor Vehicle Theft in Rosamond

Rosamond has one of the highest rates of motor vehicle theft in the nation. Residents have a 1 in 225 chance of having their vehicle stolen, which is significantly higher than the national average.

Search and Seizure

SKUSD Board Policy 5145.12

Students

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

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

Individual Searches

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

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

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

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

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

Student Lockers/Desks

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

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

Vehicle Searches

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

Policies and Procedures on Positive School Climate Goals:

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

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

Beliefs:

We believe our rules and procedures will:

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

Philosophy:

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

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

Expectations of Students

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

Expectations of Parents

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

Expectation of Teachers

- Provide learning experiences appropriate for each student.
- Consistently enforce classroom rules and district rules/policies.

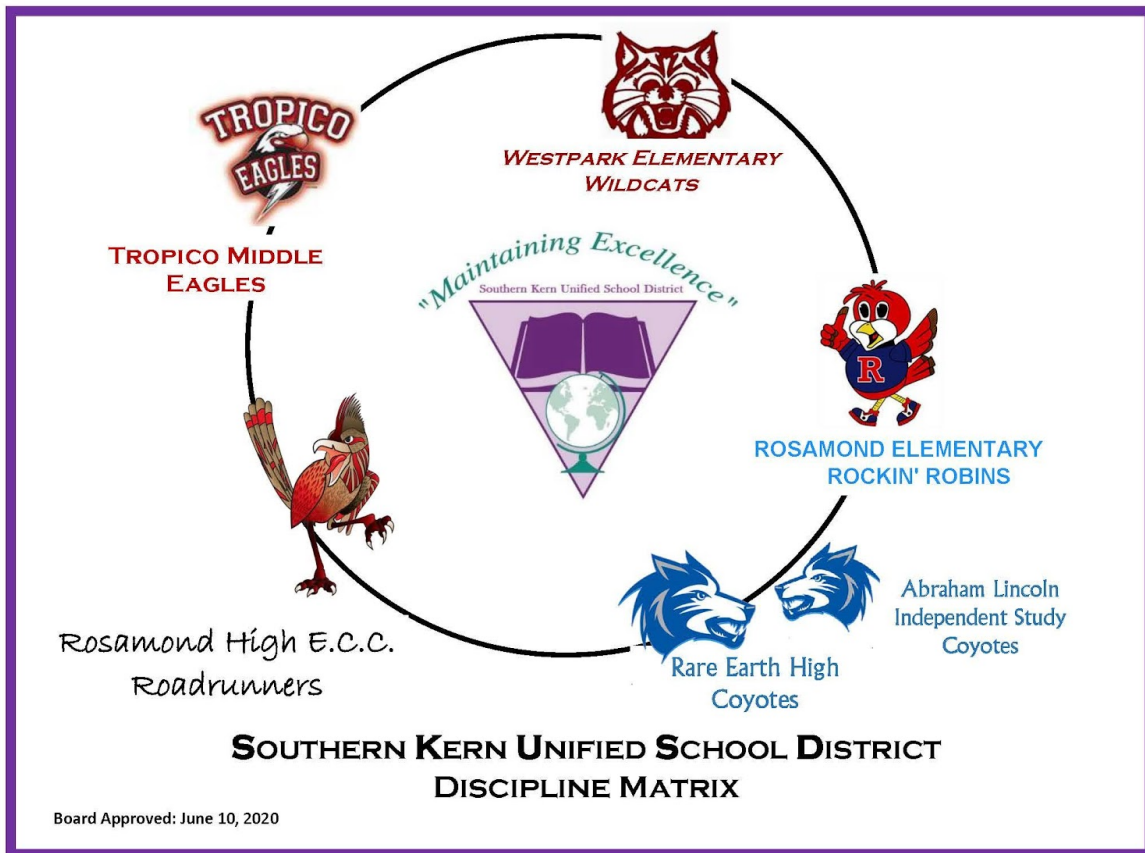
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conferences.
- Continually improve professional competencies in matters of student control and discipline.
- Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.
- Teach the board-approved curriculum to the best of your ability

Expectations of Administrators

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

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

Rules and procedures on School Discipline



Southern Kern Unified School District Elementary (TK-5th Grade) Discipline Matrix

Please refer to the SKUSD Elementary Levels of Response- Interventions and Consequences Menu when determining options for interventions and/or consequences.

****The specific Intervention and/or consequence for major offenses will be determined by SKUSD administration. Minor offenses will be determined by either the classroom teacher and/or administration. ****

Minor offenses include, but are not limited to the following:	First Offense	Second Offense	Third Offense	Fourth Offense
1. Breaking classroom or campus rules 2. Littering 3. Food fight 4. Public display of affection 5. Gambling 6. Ditching (not attending one or more classes after coming to school) 7. Cheating on test or assignment 8. Mistreatment of school property 9. Loitering in off-limits area(s) 10. Profanity, obscenity, or abusive language or gestures. 11. Any act which disrupts the normal educational process 12. Play Fighting/Horseplay 13. Cause physical injury to another person 14. Damage to school property or private property 15. Disrupted school activities or willfully defied the valid authority of school officials	Level 1 or 2 of Levels of Response	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 of the Levels of Response

MAJOR OFFENSES- 48900 (a) to (l)	First Offense	Second Offense	Third Offense	Fourth Offense
(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response
(a)(2) Willfully used force or violence upon the person of another, except in self-defense.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(c) Possessed, used, sold, otherwise furnished, or been under the influence of a controlled substance, alcohol, or an intoxicant of any kind.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(d) Offered, sold, arranged or negotiated to sell any controlled substance or alcohol, or something represented as such.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(e) Committed or Attempted to Commit Robbery or Extortion.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(f) Caused or attempted to cause damage to school property or private property.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(g) Stole or attempted to steal school property or private property.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(h) Possessed or used tobacco or any products containing tobacco or nicotine.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(i)(1) Committed an obscene act or engage in habitual profanity or vulgarity.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(i)(2) Committed an obscene act or Verbal Assault Toward School Authority.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(j) Offered, sold, arranged or negotiated to sell any drug paraphernalia.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(k) Disrupted school activities or willfully defied the valid authority of school officials. (Beginning in July 1, 2020 students K-6 shall not be suspended and student K-12 may not be recommended for expulsion for these offenses, except as provided in section 48913.)	Level 1 or 2 of Levels of Response	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response

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(l) Knowingly received stolen school property or private property.	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response
(m) Possessed an imitation firearm that is substantially similar to a real firearm.	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response
(n) Committed or attempted to commit a sexual assault or battery.	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response	
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness in a disciplinary matter.	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
(p) Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response
(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.	Level 2 of Levels of Response	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
(r)(1) Engaged in an act of bullying- any severe or pervasive physical or verbal act or conduct, including communications in writing or electronic act.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
(r)(2) Bullying by "Electronic Act"- creation or transmission originated on or off the school site by means of an electronic device.	Level 2 or 3 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
(r)(3) Act of Cyber Sexual Bullying- the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act.	Level 3 of Levels of Response	Level 3 or 4 of Levels of Response	Level 4 of Levels of Response	
(t) A pupil who aids or abets the infliction or attempted infliction of physical injury to another person	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
Ed. Code Violations 48900.2-48900.7	First Offense	Second Offense	Third Offense	Fourth Offense
48900.2 Committed Sexual Harassment	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
48900.3 Caused or Attempted to Cause or Participate in Hate Violence	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response

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48900.4 Created, an intimidating or hostile environment by engaging in harassment, threats, or intimidation (Grades 4-12)	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
48900.7 Terrorist Threats Against School Personnel or Property	Level 2 of Levels of Response	Level 3 of Levels of Response	Level 3 of Levels of Response	Level 4 of Levels of Response
Ed. Code Violation 48915	First Offense			
Possessing, selling or otherwise furnishing a firearm.	Level 4 of Levels of Response			
Brandishing a knife at another person.	Level 4 of Levels of Response			
Selling a controlled substance	Level 4 of Levels of Response			
Committing or attempting to commit a sexual assault or battery	Level 4 of Levels of Response			
Possession of an explosive	Level 4 of Levels of Response			

Southern Kern Unified School District Elementary Schools: TK-5th Grade Levels of Response- Interventions and Consequences Menu	
Level 1	Classroom and Staff Managed Responses Menu These Interventions and consequences aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are interventions and consequences that may be used by teachers and administrators. Parent/Guardian notification by teacher required. Interventions and consequences must be documented.
Level 1	Possible Interventions ● Connect student with a positive adult ally ● SST referral ● Refocus form ● Writing assignments/apology letter ● Relationship repair activities ● Seat change ● Role Play replacement behavior ● Parent/guardian accompany student in class (Must meet RTA Contract) ● Conflict Resolution circle, mediation ● Goal setting with student with check-ins ● Community Circle ● Refer the student to PBIS Student Expectations Possible Consequences ● Parent conference ● Verbal corrective feedback ● Teacher/student inquiry resulting in a restorative action plan ● Student verbal or written apology to affected person or communities ● Student written reflection- research paper/paragraph/sentence (depending on grade level), projects relevant to the misbehavior ● Time-out to another class with corrective activity ● Loss of classroom privileges ● Behavior Management Classroom Contract ● Teacher detention (Teacher responsible for logistics)

Level 2	Administrative Response Menu (Referral for minor offense- outside of the classroom or repeated within the classroom) These interventions and consequences are used in response to a disciplinary referral, implemented by administrators. The aim is to include logical consequences and instructions, and supportive services needed to correct and improve behavior and ensure successful learning consistencies. Below is a menu of consequences and interventions that may be used. Interventions and consequences must be documented. Parent/Guardian notification required.
Level 2	Possible Interventions ● Refer to SST ● Goal Setting with check-ins with student ● Conflict Resolution ● Writing Assignment/Apology Letter ● Connect student with Adult Ally ● Hold IEP or 504 to discuss (If applicable to student) ● Collaborative problem solving ● Develop/Revise Behavior Contract ● Substance abuse, mental health counseling ● Academic research papers/paragraph/sentence (depending on grade level), projects Possible Consequences ● Parent Conference ● Student restorative action plan ● Detention with relevant instructions ● Change of class/withdrawal from class ● Restitution/Campus Beautification ● Conference/Meeting with action plan agreements ● Parent/Guardian accompany the student in class (Must meet RTA Contract) ● Time out in office ● Loss of classroom/campus privileges
Level 3	Administrative Responses to Major Infractions Menu If suspension is needed, the duration is to be limited as much as possible while adequately addressing the behavior. Alternatives to suspension should be considered before suspension. Suspension from school should focus on the severity of the behavior, and the safety of the school community, or because Level 1 and 2 interventions and consequences have failed to bring about proper conduct. Interventions and consequences must be documented. Parent/Guardian notification required.

Level 3	Possible Interventions ● Community Service/Campus Beautification ● Writing Assignment/Apology Letter ● Participation in school-based counseling and/or social/emotional Intervention ● Referral to College Community Services for possible counseling ● Develop 504 (if applicable) ● Revise and/or update 504/IEP Plan and Behavior Support Plan ● Conduct an Functional Behavior Assessment for students with 504/IEP ● Manifestation Determination for student with 504/IEP (10 days of suspension) ● Alternative educational placement. ● Student Restorative Action Plan Possible Consequences ● Parent/community conference resulting in an action plan agreement ● Detention ● In-School Suspension or Alternative to Suspension Actions ● 1-5 day Suspension ● Administrative Review Board ● Expulsion Evaluation ● Referral to Law Enforcement ● Restitution
Level 4	Mandatory Recommendation for Expulsion Mandatory removal from school and referral for expulsion for acts as specified in CA Ed. Cod 48915 (C1-5) Parent/Guardian notification required.
Level 4	Possible Interventions ● Manifestation determination/Section 504 Compliance Review (Only if relevant) ● Restitution for damages, if applicable ● Alternative Educational Placement Required Consequences ● Parent/guardian notification ● File Police Report ● Suspension from school (5 days) ● Mandatory referral or expulsion

SKUSD Secondary Discipline Matrix
2020-2021

Please refer to the SKUSD Levels of Response- Interventions and Consequences Menu when determining options for interventions and/or consequences for minor offenses.

****The specific intervention and/or consequence for major offenses will be determined by SKUSD administration. Minor offenses will be determined by either the classroom teacher and/or administration.****

MINOR OFFENSES		Minor offenses include, but are not limited to the following:			
First Offense	Level 1 or 2 of SKUSD Levels of Response	1. Breaking classroom or campus rules 2. Littering 3. Food fight 4. Public display of affection 5. Gambling 6. Ditching (not attending one or more classes after coming to school) 7. Cheating on a test or assignment 8. Mistreatment of school property 9. Loitering in off-limits area(s) 10. Profanity, obscenity, or abusive language or gestures. 11. Any act which disrupts the normal educational process 12. Play Fighting/Horseplay			
Second Offense	Level 2 of SKUSD Levels of Response				
Third Offense	Level 3 of SKUSD Levels of Response				
Fourth Offense	Level 4 of the SKUSD Levels of Response				
MAJOR OFFENSES- 48900 (a) to (t)					
(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	Possible Intervention- ● Conflict resolution ● Parent Phone Contact (document call) ● Refocus form	Possible Intervention ● Parent/Student/ Admin	Possible Interventions- ● School Counselor referral ● Possible schedule change	Possible Interventions- ● Referral to alt ed. programs	
	Consequences based on severity	Possible Consequences-	Possible Consequences	Possible Consequences-	Possible Consequence- ● Suspension
	Secondary (6-12)	● Check in System	● Behavior Contract	● Suspension ● Admin review ● Restrict activity- athletic ineligibility.	● Referred for expulsion ● Refer to deputy

SKUSD Secondary Discipline Matrix
2020-2021

			extracurricular act.	
(a)(2) Willfully used force or violence upon the person of another, except in self-defense.			<u>Possible Interventions-</u> • School Counselor referral	<u>Possible Interventions-</u> • Referral to alt ed. programs
Consequences based on severity			<u>Possible Consequences-</u> • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Consequence-</u> • Suspension • Referred for expulsion • Refer to deputy
Secondary (6-12)				
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.			<u>Possible Interventions-</u> • School Counselor referral • Confiscation of weapon • Random admin checks	<u>Possible Interventions-</u> • Referral to alt ed. programs
Consequences based on severity			<u>Possible Consequences-</u> • Suspension • Admin review • Random admin checks • Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Consequence-</u> • Suspension • Referred for expulsion • Refer to deputy
Secondary (6-12)				

**SKUSD Secondary Discipline Matrix
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(c) Possessed, used, sold, otherwise furnished, or been under the influence of a controlled substance, alcohol, or an intoxicant of any kind. Consequences based on severity Secondary (6-12)		<u>Possible Interventions-</u> • Parent /student meeting • Random admin checks <u>Possible Consequences-</u> • Suspension • Random admin	<u>Possible Interventions-</u> • School Counselor referral <u>Possible Consequences-</u> • Suspension • Admin review • Restrict activity- athletic ineligibility,	<u>Possible Interventions-</u> • Referral to alt ed programs <u>Possible Consequence-</u> • Suspension • Referred for expulsion • Refer to deputy
		checks	extracurricular act.	
(d) Offered, sold, arranged or negotiated to sell any controlled substance or alcohol, or something represented as such. Consequences based on severity Secondary (6-12)		<u>Possible Interventions-</u> • Parent /student meeting • Random admin checks <u>Possible Consequences-</u> • Suspension • Random admin checks	<u>Possible Interventions-</u> • School Counselor referral <u>Possible Consequences-</u> • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> • Referral to alt ed programs <u>Possible Consequence-</u> • Suspension • Referred for expulsion • Some cases refer to deputy
(e) Committed or Attempted to Commit Robbery or Extortion. Consequences based on severity Secondary (6-12)		<u>Possible Interventions-</u> • Parent /student meeting • Random admin checks <u>Possible Consequences-</u> • Suspension	<u>Possible Interventions-</u> • School Counselor referral <u>Possible Consequences-</u> • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> • Referral to alt ed programs <u>Possible Consequence-</u> • Suspension • Referred for expulsion • Some cases refer to deputy

**SKUSD Secondary Discipline Matrix
2020-2021**

(f) Caused or attempted to cause damage to school property or private property . Consequences based on severity Secondary (6-12)	<u>Possible Interventions</u> • Restorative circle • Parent contact <u>Possible consequences-</u> • Restrict activity • Clean up damage • Behavior impact letter	<u>Possible interventions-</u> • SST referral • parent/ teacher admin meeting • Behavior contract • Restorative practice/PBIS <u>Possible consequences-</u> • Clean up damage • Suspension	<u>Possible Interventions</u> • if continues- MH referral • Possible referral to Alt. ed. • Restorative circles <u>Possible consequence</u> • Consequences from behavior contract • Suspension • Restitution for damages	<u>Possible Interventions-</u> • Referral to alt ed programs <u>Possible Consequence-</u> • Suspension • Referred for expulsion • Some cases refer to deputy • Restitution for damages
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**SKUSD Secondary Discipline Matrix
2020-2021**

		- Restitution for damages - Restrict activity	- Admin review - Restrict activity- athletic ineligibility, extracurricular act.	
(g) Stole or attempted to steal school property or private property. Consequences based on severity Secondary (6-12)	<u>Possible Interventions</u> - Restorative practices - Parent contact <u>Possible consequences</u> - Behavior Impact Letter - Restrict activity	<u>Possible Interventions-</u> - Parent /student meeting - Random admin checks - Restorative Practice/PBIS - Behavior contract - SST referral <u>Possible Consequences-</u> - Suspension	<u>Possible Interventions-</u> - School Counselor referral - Parent contact <u>Possible Consequences-</u> - Suspension - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed. programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Some cases refer to deputy
(h) Possessed or used tobacco or any products containing tobacco or nicotine. Consequences based on severity Secondary (6-12)	<u>Possible Interventions</u> - Contact parent - Counsel by admin <u>Possible Consequences</u> - Dispose of confiscated item - Campus beautification	<u>Possible Interventions</u> - Contact parent - Counsel by admin <u>Possible Consequences</u> - Dispose of confiscated item - Campus beautification - Lunch detention	<u>Possible Interventions</u> - Refer to counselor - Tobacco/nicotine aversion - Behavior contract <u>Possible Consequences</u> - Dispose of confiscated item - Parent/admin conf. - Lunch detention - Restrict activity- athletic ineligibility, extracurricular act.	Possible Intervention - More intensive counseling <u>Possible Consequences</u> - Suspension
(i)(1) Committed an obscene act or engage in habitual profanity or vulgarity.	<u>Possible Interventions</u> - Restorative Practices - Contact parents - Profanity-	<u>Possible Interventions</u> - Behavior Contract - Restorative Practices/PBIS - SST Referral	<u>Possible Interventions-</u> School Counselor referral <u>Possible Consequences-</u>	<u>Possible Interventions-</u> Referral to alt ed. programs <u>Possible Consequence-</u>

**SKUSD Secondary Discipline Matrix
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Consequences based on severity Secondary (6-12)	replacement vocabulary <u>Possible consequences</u> • Campus beautification • Apology letter	• Parent/admin meeting <u>Possible consequences</u> • Restrict activity • Lunch detention	• Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	• Suspension • Referred for expulsion • Some cases refer to deputy
(i)(2) Committed an obscene act or Verbal Assault Toward School Authority. Consequences based on severity Secondary (6-12)		<u>Possible Interventions</u> • Behavior Contract • Restorative Practices/PBIS • SST Referral • Parent/admin meeting <u>Possible consequences</u> • Restrict activity • Lunch detention	<u>Possible Interventions-</u> • School Counselor referral <u>Possible Consequences-</u> • Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> • Referral to alt ed. programs <u>Possible Consequence-</u> • Suspension • Referred for expulsion • Some cases refer to deputy
(j) Offered, sold, arranged or negotiated to sell any drug paraphernalia. Consequences based on severity Secondary (6-12)		<u>Possible Interventions</u> • Behavior Contract • Restorative Practices/PBIS • SST Referral • Parent/admin meeting <u>Possible consequences</u> • Restrict activity • 1- 3 day Suspension	<u>Possible Interventions-</u> • School Counselor referral <u>Possible Consequences-</u> • 3-5 days Suspension • Admin review • Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> • Referral to alt ed. programs <u>Possible Consequence-</u> • Suspension • Referred for expulsion • Some cases refer to deputy

**SKUSD Secondary Discipline Matrix
2020-2021**

(k) Disrupted school activities or willfully defied the valid authority of school officials. (Beginning in July 1, 2020 students K-8 shall not be suspended and student K-12 may not be recommended for expulsion)	<u>Possible intervention</u> Restorative Practice/PBIS Counseled by admin Parent contacted	<u>Possible intervention</u> Restorative Practice/PBIS Behavior contract Parent/admin/teacher mtg	<u>Possible Interventions</u> Counselor referral SST referral <u>Possible Consequences</u> (9-12) Suspension	<u>Possible Consequences</u> 3-5 days suspension (9-12) Admin panel review
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SKUSD Secondary Discipline Matrix
2020-2021

			Restrict activity- athletic ineligibility, extracurricular act.	deputy
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness in a disciplinary matter. Consequences based on severity Secondary (6-12)			<u>Possible Intervention</u> - Parent/Student/ Admin - Conflict resolution - School Counselor referral - Possible schedule change <u>Possible Consequences</u> - Behavior Contract - Suspension - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Refer to deputy
(p) Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. Consequences based on severity Secondary (6-12)		<u>Possible Interventions</u> - Behavior Contract - Restorative Practices/PBIS - SST Referral - Parent/admin meeting - School Counselor referral <u>Possible consequences</u> - Restrict activity 1- 3 day Suspension	<u>Possible Interventions-</u> - Behavior Contract/review - Restorative Practices/PBIS - SST Referral/review - Parent/admin meeting - School Counselor referral <u>Possible Consequences-</u> 3-5 days Suspension - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Some cases refer to deputy

SKUSD Secondary Discipline Matrix
2020-2021

for these offenses, except as provided in section 48910)				
Consequences based on severity Secondary (6-12)				
(l) Knowingly received stolen school property or private property. Consequences based on severity Secondary (6-12)	<u>Possible Interventions</u> - Restorative practices - Parent contact <u>Possible consequences</u> - Behavior Impact Letter - Restrict activity	<u>Possible Interventions-</u> - Parent /student meeting - Random admin checks - Restorative Practice/PBIS - Behavior contract - SST referral <u>Possible Consequences-</u> - Suspension	<u>Possible Interventions-</u> - School Counselor referral - Parent contact <u>Possible Consequences-</u> - Suspension - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Some cases refer to deputy
(m) Possessed an imitation firearm that is substantially similar to a real firearm. Consequences based on severity Secondary (6-12)			<u>Possible Interventions-</u> - School Counselor referral - Parent contact <u>Possible Consequences-</u> - Suspension - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Some cases refer to deputy
(n) Committed or attempted to commit a sexual assault or battery. Consequences based on severity Secondary (6-12)			<u>Possible Interventions-</u> - School Counselor referral - Parent contact <u>Possible Consequences-</u> - Suspension - Admin review	<u>Possible Interventions-</u> - Referral to alt ed programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Some cases refer to

SKUSD Secondary Discipline Matrix
2020-2021

(r)(3) Act of Cyber Sexual Bullying- the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act. Consequences based on severity Secondary (6-12)			<u>Possible Interventions-</u> - School Counselor referral - Parent contact, <u>Possible Consequences-</u> - Suspension 1-3 days - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed. programs <u>Possible Consequence-</u> - Suspension 3-5 days - Possible referral expulsion - Referred for expulsion - Some cases refer to deputy
A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless that act is related to school activity or school attendance. 1. While on school grounds 2. While going to or coming from school 3. During lunch period (whether on or off campus) 4. During or while going to or coming from a school sponsored activity				
(t) A pupil who aids or abets the infliction of attempted infliction of physical injury to another Person Consequences based on severity Secondary (6-12)	<u>Possible Intervention-</u> - Conflict resolution - Parent Phone Contact (document call) - Refocus form, <u>Possible Consequences-</u> - Check in System	<u>Possible Intervention</u> - Parent/Student/ Admin <u>Possible Consequences</u> - Behavior Contract	<u>Possible Interventions-</u> - School Counselor referral - Possible schedule change <u>Possible Consequences-</u> - Suspension - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed. programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Refer to deputy
Ed. Code Violations 48900.2-48900.7				

SKUSD Secondary Discipline Matrix
2020-2021

(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050. Consequences based on severity Secondary (6-12)		<u>Possible interventions-</u> - PBIS/restorative practices - Parent/admin/student meeting <u>Possible Consequences-</u> - Restrict activity- athletic ineligibility, extracurricular act	<u>Possible Interventions-</u> - School Counselor referral - Parent contact, <u>Possible Consequences-</u> - Suspension - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed. programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Some cases refer to deputy
(r)(1) Engaged in an act of bullying- any severe or pervasive physical or verbal act or conduct, including communications in writing or electronic act. Consequences based on severity Secondary (6-12)	<u>Possible Interventions</u> - Restorative practices - Parent contact <u>Possible consequences</u> - Behavior Impact Letter	<u>Possible Interventions-</u> - Parent /student/admin meeting - Restorative Practice/PBIS - Behavior contract - SST referral <u>Possible Consequences-</u> - Suspension	<u>Possible Interventions-</u> - School Counselor referral - Parent contact, <u>Possible Consequences-</u> - Suspension - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed. programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Some cases refer to deputy
(r)(2) Bullying by "Electronic Act"- creation or transmission originated on or off the school site by means of an electronic device. Consequences based on severity Secondary (6-12)	<u>Possible Interventions</u> - Restorative practices - Parent contact <u>Possible consequences</u> - Behavior Impact Letter	<u>Possible Interventions-</u> - Parent /student/admin meeting - Restorative Practice/PBIS - Behavior contract - SST referral <u>Possible Consequences-</u> - Suspension	<u>Possible Interventions-</u> - School Counselor referral - Parent contact, <u>Possible Consequences-</u> - Suspension - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed. programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Some cases refer to deputy

SKUSD Secondary Discipline Matrix
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48900.2 Committed Sexual Harassment Consequences based on severity Secondary (6-12)			<u>Possible Interventions-</u> - School Counselor referral - Parent contact <u>Possible Consequences-</u>	<u>Possible Interventions-</u> - Referral to alt ed programs <u>Possible Consequence-</u> - Suspension 3-5 days
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SKUSD Secondary Discipline Matrix
2020-2021

			- Suspension 1-3 days - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	- Possible referral expulsion - Referred for expulsion - Some cases refer to deputy
48900.3 Caused or Attempted to Cause or Participate in Hate Violence			<u>Possible Interventions-</u> - School Counselor referral - Parent contact <u>Possible Consequences-</u> - Suspension 1-3 days - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed programs <u>Possible Consequence-</u> - Suspension 3-5 days - Possible referral expulsion - Referred for expulsion - Some cases refer to deputy
48900.4 Created, an intimidating or hostile environment by engaging in harassment, threats, or intimidation (Grades 4-12)			<u>Possible Intervention</u> - Parent/Student/ Admin - Conflict resolution - School Counselor referral - Possible schedule change <u>Possible Consequences</u> - Behavior Contract - Suspension - Admin review - Restrict activity- athletic ineligibility, extracurricular act.	<u>Possible Interventions-</u> - Referral to alt ed programs <u>Possible Consequence-</u> - Suspension - Referred for expulsion - Refer to deputy
48900.7 Terrorist Threats Against School Personnel or Property				<u>Possible Interventions-</u> Referral to alt ed programs

SKUSD Secondary Discipline Matrix
2020-2021

				<u>Possible Consequence-</u> • Suspension • Referred for expulsion • Refer to deputy
Ed. Code Violation 48915	Grades 7-12			
Possessing, selling or otherwise furnishing a firearm.	<u>Possible Interventions-</u> • Referral to alt ed. programs		<u>Possible Consequence-</u> • Suspension • Referred for expulsion • Refer to deputy	
Brandishing a knife at another person.	<u>Possible Interventions-</u> • Referral to alt ed. programs		<u>Possible Consequence-</u> • Suspension • Referred for expulsion • Refer to deputy	
Selling a controlled substance	<u>Possible Interventions-</u> • Referral to alt ed. programs		<u>Possible Consequence-</u> • Suspension • Referred for expulsion • Refer to deputy	
Committing or attempting to commit a sexual assault or battery	<u>Possible Interventions-</u> • Referral to alt ed. programs		<u>Possible Consequence-</u> • Suspension • Referred for expulsion • Refer to deputy	
Possession of an explosive	<u>Possible Interventions-</u> • Referral to alt ed. programs		<u>Possible Consequence-</u> • Suspension • Referred for expulsion • Refer to deputy	

Southern Kern Unified School District

Personal Device Policy

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

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

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

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

- Personal devices are to be turned off and put away upon entering the school campus. Teachers may grant permission for specific learning activities or a staff member may give permission for use in another school building, but SKUSD staff members must expressly give permission.
- No student shall use a personal device with camera, video or voice recording function in any way or under any circumstances, which infringe on the privacy rights of other students or staff. This includes but is not limited to the video recording of staff, other students, fights, peer conflicts, and medical emergencies. Education code 78907 and 57578 state it is not permissible for students to record others on campus without their permission.
- Permission for student possession or use of a personal device may be revoked by parents or administration for inappropriate use.
- The Southern Kern Unified School District assumes no liability for the damage, loss or misuse of the personal device by the student or another person. Staff will not be responsible for any damage that results from confiscation in situations where use has been violated.
- When in the Office, personal devices must be turned off and put away. Phones may be confiscated during disciplinary meetings.

- At any time during a school activity, a school official may give specific direction regarding student use or non-use of a personal device and the student is expected to comply.

Progressive Discipline Plan

1st Offense - Student can pick up their device in the office after school.

2nd Offense - A parent/guardian must pick up the device in the office during office hours.

3rd Offense - Parent/guardian must pick up the device in the office during office hours. At that time, a

conference between school administrator and parent/guardian will be held.

4th Offense - In-school suspension/alternative to suspension. Additional consequences and a phone misuse contract with the parent and the student.

Continued Offenses may result in further in-school suspensions/Alternative to Suspension/Off Campus Suspension. Student will no longer be allowed to bring a personal device to school.

Severe Offense - Student who refuses to adhere to teacher/staff request to put phone away may be subject to additional disciplinary actions, including suspension pending expulsion from school

***Any personal device usage determined to have occurred during school hours, even after the fact, will be enforced by the progressive discipline model.

Rare Earth High School & Abraham Lincoln Alternative

Emergency Preparedness

Section 1

Introduction:

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

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

Plan Organization:

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

Section 2

Standardized Emergency Management System (SEMS)

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

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

2.2 Individual Site Based Team

2.2.1 Incident Command Team

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

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

Incident Commander: Robyn Calzada, Principal

Public Information Officer: Robyn Calzada, Agency Liaison: Sadie Ontiveros

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

2.2.2.1. Roles and Responsibilities

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

Periodically assessing the situation.

Directing the Incident Command Team and all other emergency teams.

Determining the need for, and requesting outside assistance.

Periodically communicating with the SKUSD Superintendent.

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

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

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

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

Identifying safety hazards.

Ensuring that responders use appropriate safety equipment.

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

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

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

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

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

Supplies and Equipment

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

Assembly Location Primary: Football Field Secondary: JV Baseball Field

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

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

Assignments

First Aid/Medical Team Leader: Sadie Ontiveros

Alternate Team Leader: Vickie Hefler

2.3.1 Roles and Responsibilities

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

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

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

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

Periodically keeping the Incident Commander informed of overall status.

Completing the Injury and Missing Person's Report.

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

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

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

Reporting deaths immediately to First Aid/Medical Team Leader.

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

Assembly Location

Primary: Black top behind classrooms

Secondary: Road at North Side of RHECC Campus that exit's to Eagle Way.

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

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

Assignments:

Search and Rescue Team Leader: Tyrie Twyman

SAR Team 1 Member: My Luu

SAR Team 1 Member: Steven Lewis

Roles and Responsibilities

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

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

Search and Rescue Team Members

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

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

Shutting off gas or extinguishing fires as appropriate.

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

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

Sealing off and posting areas where hazardous conditions exist.

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

- Supplies and Equipment

Items for SAR Backpacks (Need 3 Bags)

- Hard hat
- Grease pencil/pen/marker
- Vest or position identifier
- Masking tape
- Work or latex gloves
- Clipboard with job duties

- Whistle on lanyard
- Map indicating search plan
- Triage tags
- Blanket
- Goggles
- Bolt cutter
- Flashlight
- Shovel and pry bar
- Dust masks
- Rope
- CO2 Fires Extinguishers are already on site.

Assembly Location

Primary: Black top behind classrooms

Secondary: Road at North Side of RHECC Campus that exit's to Eagle Way.

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

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

Assignments:

Security/Utilities Team Leader: Sadie Ontiveros

Security/Utilities Team Member: Travis Ramirez

Roles and Responsibilities

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

Security/Utilities Team Members are responsible for securing the school and reporting that the campus is in "lock down" to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut off gas, water and electricity. This team will direct

all external requests for information to the Incident Commander. Specific duties of the Security/Utilities Team may include:

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

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

Keeping students out of buildings, as necessary.

Assisting at Reunion Gate as appropriate.

Assessing damage to school facilities.

Checking emergency water supply and making it ready for distribution.

Setting up temporary sanitation areas (portable toilets).

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

Preparing and distributing food as directed by Incident Commander.

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

Supplies and Equipment

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

Assembly Location

Primary: Black top behind classrooms

Secondary: Road at North Side of RHECC Campus that exit's to Eagle Way.

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

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

Assignments:

Supply/Equipment Team Leader: Robyn Calzada

Supply/Equipment Team Member: Tyrie Twyman

Roles and Responsibilities

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

Reporting equipment and supply needs.

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

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

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

Supplies and Equipment

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

Assembly Location

Primary: Black top behind classrooms

Secondary: Road at North Side of RHECC Campus that exit's to Eagle Way.

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

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

Assembly Area Team Leader: Vickie Hefler

Assembly Area Team Member: Rosa Solano

Roles and Responsibilities

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

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

Obtaining reports of missing students from teachers and other personnel.

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

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

Assisting the Reunion Gate Team as required.

Supplies and Equipment

Copy of Site Plan and Site Map showing designed assembly areas

Injury and Missing Person's Report

Assembly Location

Primary: Black top behind classrooms

Secondary: Road at North Side of RHECC Campus that exit's to Eagle Way.

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

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

Assignments

Request Gate Team Leader: Rosa Solano

Request and Release Gate Team Runner: Lucero Gonzalez

Roles and Responsibilities

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

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

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

Supplies and Equipment

- Keys to gates
- Bullhorn
- Tags or other identification

Assembly Area

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

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

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

Fire Suppression and Hazmat Leader: Tyrie Twyman

Roles and Responsibilities

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

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

- Extinguishing fires on campus.
- Evaluating potential release of chemicals.
- Identifying damaged areas on the Damage Assessment Report. (Reporting can be supplemented by photos if appropriate).
- Locating and extinguishing small fires on campus as appropriate.
- Checking the gas meter and if gas is leaking, shutting down gas supply.
- Shutting down electricity only if a building has clear structural damage or advised to do so by Command Post.
- Posting yellow caution tape around the damaged or hazardous zone.

Supplies and Equipment

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

Assembly Location

Primary: To be determined by the fire department

Secondary: To be determined by the fire department

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

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

Documentation Staff Member: Vickie Hefler

Roles and Responsibilities

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

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

Supplies and Equipment

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

Assembly Location

The Documentation Staff will report to the Command Post.

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

Assignments

Communication Staff Member: Robyn Calzada

Roles and Responsibilities

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

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

Supplies and Equipment

- Hand held radio

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

Assembly Location

The Communications Staff Member will report to the Command Post.

School Staff

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

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

Initial Response to Emergencies

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

Identify Type of Emergency

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

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area

- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Suspected Contamination of food or water
- Threat of Violence
- Unlawful demonstration/Walkout

Identify Level of Emergency

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

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

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

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

Determine Immediate Response Actions

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

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

Procedures for each of these are included in Section 4.0.

4.0 Immediate Action Response Duck and Cover

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

Description of Action

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

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

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

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

Teachers and students should move away from all windows.

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

Shelter in Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter in Place is implemented where there is a need to isolate students and staff from the outdoor environment, which includes the shutdown of classroom and/or building HVAC systems. During Shelter in Place no one should be exposed to the outside air.

Lock Down

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

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

Description of Action

The Principal or Designee will make the following announcement on the PA system. If the PA system is not available, the Principal/Designee will use other means of communication. The

Principal/Designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

“Your attention please; we have an emergency situation and need to implement lock down ”

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

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

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

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

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

Evacuate Building

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

“Your attention please; we need to institute an evacuation of all the buildings. Teachers are to take their students to the assembly areas and report to their designated areas. Students are to remain at their assembly area until instructed otherwise. ”

The Principal/Designee will initiate the fire alarm.

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

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

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

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

level of emergency response activity.

Off Site Evacuation

This action is taken after a decision has been made that it is unsafe to remain on campus, and evacuation to an off-site assembly area is required. Our off- site evacuation site will be Albertsons Parking lot.

Description of Activity

Evacuation action and direction will be determined by the Incident Commander. The IC will use the bullhorn to give information and directions. It is the hope of the IC that the student body remains within the confines of the school, preferably towards the rear of the school

First Aid / Shooter Kits

Location of First Aid / Shooter Kits are as follows:

Multi-Media Center

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

SEARCH AND RESCUE GATE OVERSIGHT

CSO's on campus will do Search and Rescue

ON CAMPUS ASSEMBLY AREA

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

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

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

Provide medical care.

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

Do not light fires or touch fallen wires.

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

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

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

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

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

ON SITE REVERSE EVACUATION

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

Outside bell will ring.

Move students/staff inside as quickly as possible.

In the event of a **Reverse Evacuation**, all students should **report directly to their 3rd-period classroom**, unless an **imminent threat to safety** is present.

If an immediate threat exists, **seek shelter in the nearest safe location** and follow all **lockdown or emergency shelter procedures** as directed by school staff or emergency personnel.

Stay alert, follow instructions, and prioritize safety at all times.

Take attendance. Use the intercom to report missing students.

Wait for further instructions.

EXAMPLES: Severe Weather, Hazmat Forest Fire, Gunfire

OFF CAMPUS EMERGENCY EVACUATION SITES

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

OFF-SITE EVACUATION

If the administrator-in-charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Principal or designee will be responsible to:

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

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

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

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

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

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

Teachers and paraprofessionals are responsible to:

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

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

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

OFF CAMPUS EMERGENCY EVACUATION SITES

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

All students and staff are accounted for by taking roll.

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

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

REUNIFICATION PROCEDURES

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

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

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

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

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

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

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

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

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

LOCKOUT PROCEDURE

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

Principal or Designee are responsible to:

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

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

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

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

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

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

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

Teachers/Paraprofessionals are responsible to:

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

Make sure all students follow instruction.

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

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

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

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

Resume classroom/school activity

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

LOCKDOWN

Lockdown Procedures

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

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

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

Lockout Procedures – Shelter-in-Place

A Lockout is primarily used in two different scenarios:

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

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

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

LOCKDOWN PROCEDURE

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

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

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

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

Actions to Lockdown the School

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

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

Teachers and Staff are Responsible to:

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

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

Move into internal rooms if available.

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

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

Turn off lights.

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

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

Sit/Lay on the floor.

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

Under a window is ok if necessary

Concrete or brick construction is the greatest barrier

Avoid interior adjoining walls

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

ARMED STUDENT(S) - POSSESSION ONLY

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

- Call 911.
- DO NOT approach the student.
- STAY CALM
- In the safest manner possible, contact the administrator using a classroom phone, emergency partner or runner.
- DO NOT attempt to retrieve the firearm.
- DO NOT restrain or discipline the student. STAY CALM!!!
- When administrator or law enforcement arrives discuss the following:
- The name of the student.

- Exact location of the student in class.
- Type of firearm suspected.
- Location of the firearm.
- Room number.
- Number of students in class.
- Demeanor of student and other useful information.

INTRUDER(S) ON CAMPUS

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

- Call 911
- Contact the school office and give the location of the suspected intruder.
- If notified, follow lockdown procedures.
- During lockdown, if you see the intruder, contact the office and give location immediately.
- Take roll and notify school administration of any missing students.
- Keep phone and radio lines clear.
- Notify the Superintendent's office.
- Remain in lockdown mode until released by law enforcement.

ACTIVE SHOOTER

Note: With an active shooter there is no absolute best response. Maintaining a mentality of

Alice- Alert, Lockdown, Inform, Counter, Evacuate can increase your odds of survival within these types of scenarios.

A – Alert

Alert is your first notification of danger.

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

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

L – Lockdown

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

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

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

In addition, occupants should do the following:

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

Close and lock windows and close blinds or cover windows.

Turn off lights.

Silence all electronic devices.

Remain silent.

Look for other avenues of escape.

Identify ad-hoc weapons.

I – Inform

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

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

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

C – Counter

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

ALICE training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of those involved. Counter is a strategy of last resort. Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the

shooter's ability to shoot accurately. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate.

When confronted by the shooter, individuals in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, chairs, etc. Research shows there is strength in numbers, as indicated in the earlier mentioned study. The potential victims themselves have disrupted 17 of 51 separate active shooter incidents before law enforcement arrived.

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

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

E – Evacuate

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

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

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

Consider these additional actions:

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

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

Ensure emergency numbers are available at all phone locations.

Have shelter-in-place locations been identified?

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

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

How will communications be established with these locations?

BOMB THREAT

(Peacetime)

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

Make an announcement too Lockdown.

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

- Call 911.
- Notify the (local) Kern County Fire Department.
- The telephone number is 256-2401.
- Notify the (local) Kern County Police Department or Sheriff's Office.
- The telephone number is 800-861-3110
- Notify Superintendent or Assistant Superintendent.
- The telephone number is 256-5000 ext. 1113 or 1138.
- Students and staff should not evacuate unless instructed by first responders.

BOMB THREAT PROCEDURES

Any person receiving a telephone bomb threat should:

Keep the caller on the line as long as possible.

Alert the administration in an appropriate manner.

Try to determine sex and age of the caller.

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

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

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

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

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

Wait for further instructions.

Expect the sheriff's department to ask staff members if they have seen any objects that are out of place or in places where they do not normally belong. Please remember that regular staff members are most familiar with the campus and its belongings.

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

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

BOMB THREAT CHECKLIST

1. Initial Actions

Time of call: AM/PM

Do not hang up! Keep the caller talking.

2. Exact Wording of Threat

3. Questions to Ask

When is the bomb going to explode?

Where exactly is the bomb?

When did you put it there?

What does the bomb look like?

What kind of bomb is it?

What will make the bomb explode?

Did you place the bomb?

What is your name?

Where are you?

What is your address?

4. Listen For:

VOICE: accent/impediment/tone/speech/diction/manner

LANGUAGE: polite/incoherent/irrational/taped/read out/abusive

NOISE: traffic/voices/machinery/music/ noises on the line/local call/STD

OTHER: sex of caller/estimated age

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

Name of recipient (print):

Signature:

Date:

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

EXPLOSION OR THREAT OF EXPLOSION

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

EXPLOSION: Command "DROP" is given. *

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

Sound the school fire alarm.

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

Render first aid as necessary.

Notify the (local) Kern County Fire Department.

The telephone number is 256-2401.

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

The telephone number is 800-861-3110.

Fight incipient fires without endangering life.

Take roll.

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

Notify utility companies of a break or suspected break.

The school principal will direct further action as required.

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

THREAT OF EXPLOSION:

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

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

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

FIRE

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

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

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

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

Exit map

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

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

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

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

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

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

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

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

FIRE WITHIN SCHOOL BUILDING:

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

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

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

Render first aid as necessary.

Notify the (local) Kern County Fire Department.

- a. The telephone number is 256-2401.

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

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

Fight incipient fires without endangering life.

Keep access roads open for emergency vehicles.

Take roll.

Notify the Principal, Superintendent, or other school official.

Notify utility companies of a break, or suspected break.

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

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