



**DESERT PATHWAYS**  
**HIGH SCHOOL**

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415 East Kettering Street, Lancaster, CA 93534

# **Comprehensive School Safety Plan**

**Ed Code 32280**

**Revised February 2019**  
**By Sherri Prosser**

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# School Safety Committee Members

<b>Name</b>	<b>Title</b>
Sherri Prosser	Vice Principal
Michael Morgan	School Psychologist
Jill Ezzell-Andrews	Secretary
Robert Norris	Teacher
Ray Ortega	Teacher
Michaele Groutage	Teacher
Sam Murphy	Campus Supervisor
Lionel Maddox	Paraeducator
Ashley Riddle	Paraeducator

# School Site Council Review & Approval Sheet

## SCHOOL SITE SAFETY COMMITTEE REVIEW & APPROVAL

### DPHS School Safety Committee Members

Individual	Title
Sherri Prosser	Vice Principal
Michael Morgan	School Psychologist
Jill Ezzell-Andrews	Secretary
Robert Norris	Teacher
Ray Ortega	Teacher
Michaele Groutage	Teacher
Sam Murphy	Campus Supervisor
Lionel Maddox	Paraeducator
Ashley Riddle	Paraeducator

This Comprehensive School Safety Plan was adopted by the School Site Safety committee meeting on: February 12, 2019

Attested:

  
Signature of School Principal

February 12, 2019  
Date

# Disaster/ Incident Reference Sheet

Site/ Agency	Contact Number
AVUHSD	(661) 948-7655
• Superintendent	• Ext. 225
• Educational Services	• Ext. 230
• Business Services	• Ext. 218
• Personnel Services	• Ext. 216
• Risk Management	• Ext. 292
• Maintenance/ Facilities	• Ext. 290
• Student Support	(661) 729-2321
• Transportation	(661) 945-3621
AVAE	(661) 942-3042
AVHS	(661) 948-8552
DWM	(661) 948-7555
DWW	(661) 943-2091
EHS	(661) 946-3800
HHS	(661) 538-0304
LnHS	(661) 726-7649
LHS	(661) 944-5209
PHS	(661) 273-3181
PxHS	(661) 729-3936
KHS	(661) 533-9000
QHHS	(661) 718-3100
RRP	(661) 944-6510
ROP	(661) 575-1000
Emergency Phone Number	9-9-1-1
Lancaster Sheriff Department	(661) 948-8466
Palmdale Sheriff Department	(661) 272-2400
Fire	(661) 948-2631
Operator	0
Principal Extension	103
Campus Security Extension	110

**General Information:** When faced with an emergency situation, please call Campus Security at Extension 110 or the Switchboard operator at Extension "0". Local Law Enforcement and Local Fire can be contacted by calling one of the numbers listed above. Clearly identify your exact location. If safe, remain on the line and do not hang up. Keep other lines clear for emergency calls. Your school site may well be a crime scene and everyone needs to take steps to preserve the evidence and to identify potential witnesses.

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

**LOCKDOWN:** Please keep in mind that there are times when a decision to evacuate may actually put students and staff in harm's way. If the situation dictates that it is best for students to remain locked down in their classrooms, a LOCKDOWN announcement will be called at which time an immediate LOCKDOWN will occur. All doors are to be immediately locked and students who are outside are to come indoors. If a fire alarm is sounding and a verbal/PA command for a LOCKDOWN is heard, obey the verbal/PA commands. During a LOCKDOWN, remain in the locked room until directed to leave by the police or school/staff administration.

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

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

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

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

**Earthquake: DURING THE QUAKE:** At first sign of shaking, you should give the DROP command. If indoors, everyone should get under a desk or table. If that is not possible, stand next to an inside wall or under an inside doorway. Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects. Get as far away from the window(s) as possible. Drop to your knees with your back to the window(s) and knees together. Clasp one hand firmly behind your head, covering your neck. Wrap your other arm around a table or chair leg and hold tightly. Bury your face in your arms, protecting your head. Close eyes tightly. Remain in this position until the earthquake is over.

If outdoors, staff should direct students away from buildings, trees, poles and wires. Give the DROP command. Everyone should cover as much skin surface as possible, close eyes and cover ears. If students are on the way to or from school, instruct them to stay in the open away from buildings, signs, trees and wires. Do not run. After the quake, continue home or to school.

**FOLLOWING THE QUAKE, ANTICIPATE AFTERSHOCKS.** Anticipate that all students and staff will be evacuated in an orderly manner using pre-planned evacuation routes. All teachers should take roll and note missing students or staff. Students should remain outdoors, in evacuation area, until buildings are declared safe. Be prepared to operate without first responder assistance for an unknown time. Retrieve medical supplies and treat the wounded. Keep in mind (1) the first concern is with physical safety; (2) attention can and should be given to the emotional trauma; (3) everyone will need facts; (4) everyone will need an opportunity to share feelings and experiences; (5) children need to be together with adults, friends or family members; (6) if possible, engage children in activities.

**Fire/Explosion:** In the event of a significant fire, activate the fire alarm and call 9-9-1-1. The injured should receive First Aid treatment as much as possible while awaiting first responders. Anticipate an evacuation away from threatened buildings using the designated evacuation routes. Keep in mind the direction of the wind when determining your evacuation route. Maintain control of students and take roll. If smoke is in the immediate vicinity, instruct students to "Stay low and exit," crawling to avoid breathing fumes. If no escape is possible, close as many doors as possible between yourself and the fire. Seal cracks and openings with wet clothing/rags and avoid fanning flames. Lay on floor to avoid smoke. Wait for help. Identify witnesses. Anticipate being transported to alternative location.

**Gang Fight/Riot/Threatening Group:** Contact Campus Security or the Switchboard Operator. Wait for Campus Security to arrive. If there is fighting, do not try to break it up. Identify yourself and issue an order to disperse. Let Campus Security or Law Enforcement handle the situation.

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



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

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

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



object(s) and any visible ammunition. LOOK FOR MULTIPLE WEAPONS AND REPORT ALL WEAPONS. Any shots fired? Describe the sound and number of shots fired. Keep the P.A. System on to provide instant announcements.

**Suicide/Threat:** Suicide rarely happens without some warning to someone. Staff and faculty need to take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared. **Verbal Suicide Threat:** If a student suggests he/she is thinking about committing suicide in the near future: LISTEN! SHOW YOU CARE! GET HELP! Trust your feelings that this student may be self-destructive. Do not leave the student alone. Notify Campus Security or Law Enforcement. They will contact the counselor and/or school psychologist. Under no circumstances should an untrained person attempt to assess the severity of suicidal risk. The counselor/psychologist will notify the student's parent, guardian or other emergency contact. **When a Student is Threatening Suicide on Campus and has a Lethal Weapon Available:** Stay with the student. Remain calm. Get vital information if possible. Clear other students from the scene. Assure the student that he or she has done the right thing by talking to you. Get the student to talk. Listen! Listen! Listen! Repeat back! Speak in a calm low voice. Make a mental note of what the student says. Monitor the student's behavior constantly. Try to get the student to agree to a verbal "no suicide" contract. ("I will not kill myself before talking to a counselor.") When it is deemed appropriate, the Incident Command Post (ICP) will be set up away from the affected area to provide effective coordination of ongoing response efforts during a critical campus incident. Additionally an off-site Emergency Operation Center will be set up in conjunction with Local Law Enforcement when deemed appropriate to assist with coordination of response management and resource allocation.

# **Disaster Procedures**

- **Earthquake**
- **Fire/ Explosion**
- **Lockdown**
- **Active Shooter**
- **Hostage**
- **Bomb Threat**
- **Suicide Threat**

# **Earthquake**

## **DROP, COVER and HOLD ON**

### **What to do during an Earthquake:**

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

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

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

### **Once the shaking stops:**

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

## **Fire & Explosion**

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

- Call ext.0 and/or 9-911 and be prepared to give:
- School name and address
- Location of fire (room or building)
- Description of fire/explosion
- Do not use elevators during a fire emergency.

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

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

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

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

## **Lockdown**

**Lock Down):** Please keep in mind that there are times when a decision to evacuate may actually put students and staff in harm's way. If the situation dictates that it is best for students to remain locked down in their classrooms, a **VERBAL PA ANNOUNCEMENT** will be called for an immediate **LOCKDOWN**. All doors are to immediately be locked and students who are outside are to come indoors. If a fire alarm is sounding and you hear a verbal/ PA command to **LOCKDOWN**, obey the verbal command. During a **LOCKDOWN**, remain in a locked room until directed to leave by the police or school staff/ administration.

### **TEACHERS AND STAFF RESPONSIBILITIES-**

- **MOVE ALL STUDENTS INDOORS TO THE NEAREST ROOM. DO SO AS QUICKLY AND SAFELY POSSIBLE.**
- **CLOSE AND LOCK ALL DOORS DO NOT OPEN UNLESS YOU ARE ABSOLUTELY SURE IT IS SAFE TO DO SO, ONLY TO ALLOW STUDENTS OR STAFF TO SAFETY.**
- **LISTEN FOR ANNOUNCEMENTS VIA THE PA SYSTEM AND/OR YOU WILL BE ISSUED UPDATES VIA THE AVUHSD EMAIL SYSTEM.**
- **KEEP STUDENTS CALM AND ABOVE ALL DO NOT ALLOW STUDENTS OUT OF THE ROOM UNTIL YOU HAVE RECEIVED AN "ALL CLEAR" FROM SCHOOL ADMINISTRATION.**

### **SECURITY RESPONSIBILITIES-**

- **SWEEP THE CAMPUS AND DIRECT ANY STUDENTS TOWARDS THE NEAREST ROOMS, DO NOT ALLOW STUDENTS TO LOITER OUTSIDE.**
- **CLOSE ALL EXTERIOR GATES TO THE BUILDINGS AND GROUNDS.**
- **REPORT TO YOUR ASSIGNED AREAS, REPORT VIA RADIO TO THE DIRECTOR WHEN YOUR AREA IS LOCKED DOWN AND ALL STUDENTS ARE SAFELY IN CLASSROOMS.**
- **GET INTO A CLASSROOM OR OFFICE BEHIND LOCKED DOORS.**
- **MONITOR THE RADIO AND AWAIT FURTHER INSTRUCTIONS. REPORT ANY PERTINENT INFORMATION TO THE DIRECTOR. KEEP RADIO "TRAFFIC TO A MINIMUM" MAINTAIN RADIO DISCIPLINE.**

### **ADMINISTRATION OFFICE RESPONSIBILITIES-**

**DESK PERSON, CLOSE AND LOCK FRONT AND BACK DOORS INTO THE ADMIN BUILDING ADVISE ANY STUDENT TO STAY IN THE OFFICE AND DO NOT ALLOW INTO MAIN CAMPUS. DO NOT ALLOW ANY VISITORS IN THE DOORS ONCE LOCKED. MONITOR THE PHONES AND RADIO FROM BEHIND THE DESK IN A SAFE LOCATION.**

**PRINCIPAL AND ADMIN STAFF REPORT TO THE PRINCIPALS CONFERENCE ROOM AND ASSEMBLE THERE. (THIS WILL BE THE COMMAND CENTER) THE PRINCIPAL, DIRECTOR AND SHERIFFS DEPARTMENT WILL MONITOR AND ASSESS THE SITUATION FROM THERE.**

**ALL OTHER OFFICE AND SUPPORT STAFF STAY IN YOUR OFFICES AND WAIT FOR INSTRUCTIONS BY TELEPHONE OR EMAIL.**

**AN ALL CLEAR WILL BE ANNOUNCED VIA THE PA SYSTEM BY THE PRINCIPAL OR ADMIN STAFF ONCE THE SITUATION HAS BEEN DEALT WITH AND IT IS SAFE TO DO so,**

**ALL PERSONS SHOULD STAY PUT UNTIL AN ALL CLEAR IS ISSUED VIA THE PA SYSTEM.**

## **Active Shooter**

In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter. If you find yourself involved in an active shooter situation, try to remain calm and call 911 as soon as possible.

If an active shooter is outside your building or inside the building you are in, you should:

- Try to remain calm.
- Try to warn other faculty, staff, students and visitors to take immediate shelter.
- Proceed to a room that can be locked or barricaded.
- Lock and barricade doors or windows.
- Turn off lights.
- Close blinds.
- Turn off radios or other devices that emit sound.
- Keep yourself out of sight, stay away from windows and take adequate cover/protection, i.e. concrete walls, thick desks, filing cabinets.
- Silence cell phones.
- Run, Hide, fight
- Have one person call 911 and provide:
  - "This is Antelope valley High School; we have an active shooter on campus, gunshots fired."
- If you were able to see the offender(s), give a description of their sex, race, clothing, type of weapon(s), location last observed, direction of travel, and identity – if known.
- If you observed any victims, give a description of the location and number of victims.
- If you observed any suspicious devices (improvised explosive devices), provide the location observed and a description.
- If you heard any explosions, provide a description and location.
- Wait patiently until a uniformed police officer, Campus Supervisor or Administration official known to you, provides an "all clear."
- Unfamiliar voices may be an active shooter trying to lure you from safety; do not respond to voice commands until you can verify with certainty that they are being issued by a police officer or Campus Supervisor.
- Rescuing people should only be attempted if it can be accomplished without further endangering the persons inside a secured area.

If an active shooter enters your office or classroom, you should:

- Try to remain calm.
- Try not to do anything that will provoke the active shooter.
- If there is no possibility of escape or hiding, only as a last resort when it is imminent that your life is in danger should you make a personal choice to attempt to negotiate with or overpower the assailant(s).
- Call 911, if possible, and provide the information listed in the first guideline.
- Run, hide, fight



- If the active shooter(s) leaves the area, barricade the room or proceed to a safer location.

**If you are in an outside area and encounter an active shooter, you should:**

- Try to remain calm.
- Move away from the active shooter or the sounds of gunshot(s) and/or explosion(s).
- Look for appropriate locations for cover/protection, i.e. brick walls, retaining walls, large trees, parked vehicles, or any other object that may stop bullet penetration.
- Try to warn other faculty, staff, students and visitors to take immediate shelter.
- Run, hide, fight
- Call 911 and provide the information listed in the first guideline.

## **Hostage Situation**

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

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

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

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

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

# **Bomb Threat**

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

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

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

School administrators are faced with at least five possible alternatives:

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

Searches:

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

Evacuating:

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

# **Suicide Threat**

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

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

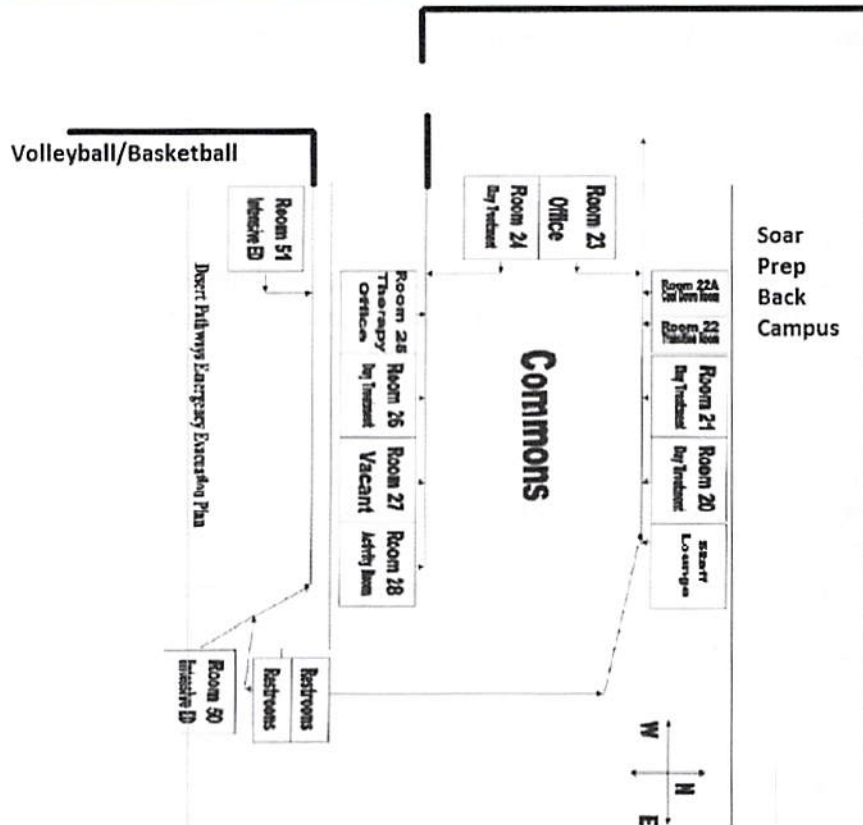
**The principal/designee will:**

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

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

# Emergency Evacuation Routes

PE FIELD



In the case of an evacuation, faculty, staff, and students on the south side of campus will exit out of the south main gate and move quickly to the evacuation area (PE field). Faculty, staff, and students on the north side of campus will exit out of the open gate located between room 51 (therapist's room) and room 24 (student center).

# Emergency Supplies Checklist

## First Aid Supplies

- Bandages
- Band-Aids
- Gauze
- Tape
- Icepacks
- Saline Solution
- Water
- Juice
- Snacks

# School Crime Assessment Data

## All Continuation Schools Reported

Crime Violation	# Reports	# Arrest
<b>Total Incidents</b>	<b>29</b>	<b>22</b>
Threat Assessment	4	1
Narcotics, Misdemeanor	2	2
Narcotics, Infrac. 11357 HS	4	3
Weapons, Felony	3	3
5150 WIC & 5585.50 WIC	0	0
Threaten School Official	4	3
Battery on a School Official	1	1
Assault/Felony Battery	0	0
Battery	5	5
Fighting in Public	1	1
Vandalism	0	0
Burglary	0	0
Petty Theft	0	0
Other Felony	1	1
Other Misdemeanor	2	2
Juv Info Forms Misc.	2	0
<b>Total Citations</b>	<b>25</b>	
Hazardous Traffic	1	
Non-Hazardous Traffic		
Truancy	25	
Municipal Codes/ Misc. Infractions		
<b>Field Interviews</b>		



# Compliance

<b>ACTIVITY</b>	<b>DATE</b>
Law Enforcement Review	February 8, 2019
School Site Safety Committee Review	February 12, 2019
Board Review	March 14, 2019
Post on SARC	
Post on School Website	

# Appendix

## A: Board Policies

BP/AR 0410: Non Discrimination in District Programs and Activities

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727638/0>

BP/AR 0450: Comprehensive Safety Plan

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727649/0>

BP/AR 1250: Visits to Schools

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727675/1>

BP/AR 1310.1: Civility Policy

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727679/1>

BP/AR 1330 Community Relations - Use of School Facilities

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727697/>

BP/AR 3515.1: Crime Data Reporting

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727762/3>

BP/AR 3516: Emergencies and Disaster Preparedness Plan

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727764/3>

BP/AR 3516.3: Earthquake Emergency Procedure System

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727769/3>

BP/AR 4119.11/4219.11/4319.11: Sexual Harassment

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727867/4>

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727868/4>

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727869/4>

**BP/AR 4158/4258/4358: Employee Security**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727980/4>

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727981/4>

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727982/4>

**BP/AR 4158.1/4258.1/4358.1: Teacher Notification of Dangerous Students**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727986/4>

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727987/4>

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/727988/4>

**BP/AR 5113.1: Chronic Absence and Truancy**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728074/5>

**BP/AR 5131: Conduct**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728106/5>

**BP/AR 5131.2: Bullying**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/764996/5>

**BP/AR 5132: Dress and Grooming**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728124/5>

**BP/AR 5136: Gangs**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728124/5>

**BP/AR 5141.4: Child Abuse Reporting Procedures**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728142/5>

**BP/AR 5145.12: Search and Seizure**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728159/5>



**BP/AR 5145.7: Sexual Harassment**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728168/5>

**BP/AR 5145.9 Hate Motivated Behavior**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728171/5>

**BP/AR 6116: Classroom Interruptions**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728183/6>

**BP/AR 6142.2: Recognition of Religious Beliefs and Customs**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728190/6>

**BP/AR 6163.4: Student Use of Technology**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728274/6>

**Copy of California Education Code 32282 - Comprehensive School Safety Plans**

<http://www.gamutonline.net/district/davis/DisplayPolicy/899639/>

**E 5144.1(a): Minimum/Maximum Penalties Chart**

<http://www.gamutonline.net/district/antelopevalley/DisplayPolicy/728152/5>

### Antelope Valley Union High School District Discipline Chart

*The chart that follows is a compilation of most of the rules infractions committed by students within AVUHSD. You will note that repeat offenders affect a more progressive serious disciplinary response than the initial violation. In most instances, continued violations of the same rule or regulation will result in an involuntary transfer to an alternative school program. Every attempt will be made to follow the chart displayed below. Students choosing to violate school rules and procedures face the listed consequences. These penalties are within the guidelines set by the Antelope Valley Union High School District Board Policy 5114.1 and California Education Code section 48900 and 48915. Please note that the absence of an infraction from this chart does not mean that a student cannot still be held accountable for their actions. Also, it is expected that parent contact be made when any of the following discipline is issued.*

Infraction	Ed. Code	Minimum Penalty	Maximum Penalty
Firearm: Possessing, selling, or furnishing	48900 (b) 48915 (c) (1)	5 days suspension, recommendation for expulsion, and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Brandishing a Knife at Another Person	48900 (b) 48915 (c) (2)	5 days suspension, recommendation for expulsion, and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Drugs/Alcohol Sales	48900 (c) (p) 48915 (c) (3)	5 days suspension, recommendation for expulsion, and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Sexual Assault/ Sexual Battery	48900 (n) 48915 (c) (4)	5 days suspension, recommendation for expulsion, referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Explosives: Possession	48900 (m) 48915 (c) (5)	5 days suspension, recommendation for expulsion, and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff

Assault/Battery of School Personnel	48915 (a) (5)	5 days suspension, recommendation for expulsion, and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Assault/Battery of Pupils/ Non-School Personnel	48900 (a) (k)	5 days suspension and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Aiding and Abetting	48900 (r)	1-5 days suspension and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Burglary	48900 (f) (g)	5 days suspension and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Cheating/Plagiarism	48900 (k) BP 5131	Discipline administered by instructor	3-5 days suspension
Computer Use Regulations and/or Telecommunications/ Internet Abuse	48900 (k) BP 5131, 6163.4	1-2 periods suspension and possible loss of internet privileges	5 days suspension, recommendation for expulsion
Gang Writing, Affiliation, Activity, and/or Dress	48900 (k)	5 days suspension and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Controlled Substance: Use, Furnishing, Possession, Under the Influence of Alcohol, Drug Narcotics, Hallucinogenic, or Controlled Substance or Breathing Fumes of Poisonous Substances	48900 (c) 48915 (a) (3)	5 days suspension, mandatory attendance of the drug diversion program, possible alternative placement, and referral to sheriff	5 days of suspension, recommendation for expulsion, and referral to sheriff
Damage property: Vandalism to School or Personal Property	48900 (f)	1-5 days suspension, restitution, and possible referral to sheriff	5 days suspension, restitution, recommendation for expulsion, referral to sheriff
Disrespect, Willful Defiance, Refusal to Obey	48900 (k)	OCD, SWP, 1-2 days suspension	3-5 days suspension
Disturbing Class	48900 (k)	Warning, ASW, period suspension, parent contact	1-5 days suspension, parent contact
Dress Code Violations	48900 (k) BP5132, 5136(a)(b)	Warning and correction of violation	5 days suspension, recommendation for expulsion, and referral to sheriff
Driving Infractions	48900 (k)	Loss of parking privileges, parent contact, ASW, referral to sheriff for citation	Loss of parking privileges for remainder of year, 5 days suspension, referral to sheriff for citation
Drug Paraphernalia: Possessed, Offered, Arranged, or Negotiated to Sell	48900 (J)	5 days suspension, attendance to drug diversion program, possible alternative placement, and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Failure To Wear Valid AVHS School ID	48900 (k)	Warning and purchase of new ID if lost	1-3 days suspension, parent contact
Failure To Report To Principal, Dean, VP, or Security	48900 (k)	1 day on campus suspension	5 days suspension
Failure To Serve Assigned Discipline (ASW, SWP, SSS)	48900 (k)	1 day on campus suspension	1-3 days off campus suspension
False Fire Alarm	48900 (k)	5 days suspension and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff

Forgery / Altering Notes / Impersonations / Lying	48900 (k)	1-3 days suspension	3-5 days off campus suspension
Gambling: Dice, Cards, or Flipping Quarters	48900 (k)	1-3 days suspension	3-5 days off campus suspension, recommendation for expulsion
Graffiti / Tagging 1st Level: Significant or Permanent Damage	48900 (f) (k)	5 days suspension , restitution, and referral to sheriff	5 days suspension, recommendation for expulsion, restitution, and referral to sheriff
Graffiti / Tagging 2nd Level: Erasable Markings on School Property	48900 (f) (k)	3-5 days suspension, restitution, referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Graffiti / Tagging 3rd Level: Personal Property	48900 (f) (k)	Warning to 3 days suspension	5 days suspension, recommendation for expulsion, and referral to sheriff
Graffiti / Tagging Paraphernalia: Possession	48900 (f) (k)	Warning to 3 days suspension	5 days suspension, recommendation for expulsion, and referral to sheriff
Harassment, Threats, Bullying or Intimidation Directed Against a Pupil or Group of Pupils	48900.4	5 days suspension, and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Harassment, Threats or Intimidation of a Complaining Witness	48900 (k) (o)	5 days suspension and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Hate Crimes / Violence: Caused, Attempted to Cause, Threatened to Cause, or Participated in an Act of Hate Violence	48900 (k) 48900.3	5 days suspension and referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Hazing	48900 (q)	1-5 days suspension, parent contact	5 days suspension, recommendation for expulsion, and referral to sheriff
Horseplay / Inappropriate Behavior	48900 (k)	Warning, ASW, 1-2 periods teacher suspension (OCD)	3-5 days suspension
Inciting Pupil Unrest	48900 (a) (k)	1-5 days suspension	5 days suspension, recommendation for expulsion, and referral to sheriff
Knife (Fixed or Locking Blade), Razor Blade, Ice Pick, or Dagger. Possession, Sales or Furnishing	48900 (b)	5 days suspension, possible alternative placement, and referral to sheriff	5 days suspension, recommendation for expulsion and referral to sheriff
Littering	48900 (k)	ASW, SSS, referral to sheriff	3-5 days suspension, parent contact
Loitering On or Near Another Campus.	48900 (k)	5 days suspension, referral to sheriff	5 days suspension, referral to sheriff
Look-A-Like Controlled Substance	48900 (d)	5 days suspension, attendance to drug diversion program, possible alternative placement and referral to law enforcement	5 days suspension, recommendation for expulsion and referral to law enforcement agency



Obscenity, Profanity, or Vulgarity	48900 (i)	Warning	5 days suspension, recommendation for expulsion, and referral to sheriff
Out of Class Without a Pass	48900 (k)	2 days suspension, referral to Community Attendance Worker for citation	3-5 days suspension, parent contact, referral to Community Attendance Worker for citation
Overt Display of Affection (i.e.; Kissing, Fondling, Rubbing, or any Erotic or Sensual Touching)	48900 (i)	Warning	5 days suspension, recommendation for expulsion
Possession of Pornography, including Pictures, Videos, or Sexually Explicit Text	48900 (i)	1-3 days suspension	5 days suspension, recommendation for expulsion
Inappropriate use of MP3 Player, CD Player, Pager, Cell Phones, etc.	48900 (k)	Warning, confiscation	1-5 days suspension, recommendation for expulsion
Physical Injury: Caused, Attempted to Cause, or Threatened to Cause	48900 (a) (k)	5 days suspension, parent contact, referral to sheriff, and behavior contract	5 days suspension, recommendation for expulsion, and referral to sheriff
Pupil Fights	48900 (a) (k)	5 days suspension, parent contact, and referral to sheriff and behavior contract	5 days suspension, recommendation for expulsion, and referral to sheriff
Receive Stolen School or Private Property	48900(l)	5 days suspension, referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Robbery or Extortion: Committed or Attempted to Commit	48900 (e) 48915 (a) (4)	5 days suspension , referral to sheriff	5 days suspension, recommendation for expulsion, and referral to sheriff
Sexual Harassment	48900.2	Warning, behavior contract.	5 days suspension, recommendation for expulsion, referral to sheriff
Steal Property, or Attempt to Steal School Property or Private Property	48900 (g)	1-5 days suspension, referral to sheriff	5 days suspension, recommendation for expulsion, referral to sheriff
Terrorist Threats Against School Officials or School Property	48900 (k) 48900.4 48900.7 (a) (b)	5 days suspension, referral to sheriff	5 days suspension, recommendation for expulsion, referral to sheriff
Tobacco: Possession or Use of Any Products Containing Tobacco or Nicotine	48900 (h)	1-3 days suspension, referral to the Smoking Cessation Program	3-5 days suspension, recommendation for expulsion, referral to the sheriff
Truancy in the PE Area	48900 (k)	3 days suspension, referral to Community Attendance Worker	Saturday School Program and 3-5 days suspension, parent conference, referral to Community Attendance Worker
Water Fights	48900 (k)	1 day off campus suspension	1-5 days suspension
Weapons; Knife, Firecrackers, BB, Pellet or Paintball Guns, Pepper Spray, Laser Pointer etc): Possession, Sale, or Furnishing	48900 (b) 48915 (a) (2)	5 days suspension, possible alternative placement, referral to sheriff	5 days suspension, recommendation for expulsion, referral to sheriff



Words and Actions	48900 (k)	3-5 days suspension	5 days suspension, possible recommendation for expulsion, referral to sheriff
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## **B: School Discipline Policy**

### **PREFACE:**

The Desert Pathways Social Skills Behavior Management program focuses on teaching students appropriate pro-social behaviors that are imperative for success in peers relationships, family systems, the community, and the work world.

We at Desert Pathways will be emphasizing the importance of individualizing social skills training and one-to-one interventions, accepting consequences, and establishing expectations to meet each student's individual needs.

Our goal is to provide each student with a quality education in a safe environment that promotes learning and the effective use of social skills.

### **BEHAVIORAL EXPECTATIONS:**

Boys Town Social Skills model is a part of the Desert Pathways school day from the time you get on the bus in the morning, until you return home in the afternoon. You will carry your points sheet or binder with you always and any staff on campus can and will award Effective Praise points or do a Corrective Teaching Interaction with you as needed. This includes the school office, health office, campus security, bus stop, etc. We expect you to follow instructions, accept feedback, and earn points for your target area behaviors and other areas.

### **BOUNDARIES:**

Please remain at least one arm's length away from every peer and staff member.

### **EFFECTIVE PRAISE:**

Praise is a powerful tool!! Praise helps develop a positive relationship between you and the staff. Effective praise is a teaching process we use to point out and reward you for your pro-social/appropriate behaviors. We enjoy, "Catching You Doing Good!"

### **LEVEL SYSTEM**

The motivation system used in the Boys Town Social Skills model is a multi-level system.

### **DAILY POINTS:**

195

All students begin on this level. At his initial level, you will learn basic social skills and appropriate alternatives to past behavior choices. We view "mistakes" as an opportunity to learn a better way to behave.

### **PROGRESS:**

Progress is the second level of the motivational system. At this level, you will be using the basic social skills you learned on the daily points system often. At the end of the day, you

will meet with your teacher and negotiate the number of points you earned by evaluating the number and degree of + and - marks on your progress card. The moderate and minor categories. As a progress student, you will earn + and - rather than points.

#### MERIT:

The last level of the motivational system is merit. At this level you are moving towards getting "OFF CARD" and will respond to consequences as you would in a regular classroom. As you move up the level system you earn more privileges and independence. You may purchase store items, privileges, and bonds with the points you earn for appropriate behavior. (See sample store menu.)

#### BONDS:

Bonds are purchased with earned points and issued to purchase the next level of the motivational system.

1 Bond costs 6,000 points

You must purchase 100 bonds to be moved to the Progress level. You must purchase another 100 bonds= 600,000 points to move to the final Merit level. In addition to purchasing the required 100 bonds, you must complete 10 consecutive days without a referral. You will be expected to complete an application for Merit, as well as, complete a Merit project before you become a Merit student.

#### POINT PENALTIES:

Point penalties are negative consequences earned for using inappropriate social behavior. Students have an opportunity to earn back half their point penalty by practicing the social skill for which they are losing half their points for.

- Refusing to do classwork
- Talking inappropriately/profanity
- Sleeping in class
- Refusing to come to class or not staying in class
- Etc.

#### CORRECTIVE TEACHING INTERACTIONS:

- Are a way to point out inappropriate social behaviors
- Show how to behave in a pro-social alternative way
- Are an opportunity to build a positive relationship with staff members and to get your needs met
- Teach new social skills and strengthen weak skills

#### APOLOGIES:

Making an Apology:

1. Look at the person.

2. Use a serious, sincere voice tone.
3. Begin by saying, "I wanted to apologize for ...." Or "I'm sorry for..."
4. Do not make excuses or give rationalizations.
5. Sincerely say you will try not to repeat the same behavior in the future.
6. Offer to compensate or pay restitution.
7. Thank the other person for listening.

#### Accepting Apologies from Others:

1. Look at the person who is apologizing.
2. Listen to what he or she is saying.
3. Remain calm. Refrain from negative comments.
4. Thank the person for the apology, say, "Thank you for saying I'm sorry." or "I accept your apology."

#### BLUE LIGHT SPECIAL:

Blue Light Special is a one-time opportunity to jump up to Progress level more quickly than usual. In order to take advantage of the BLS the student must:

- Remain free of a referral for the first ten days of school.
- Lose no more than 5000 points total the entire ten days.
- Purchase 50 bonds.

#### AUTOMATIC ONE-TO-ONE INTERVENTION:

Students receive an automatic referral WITHOUT corrective teaching interactions for the following reasons:

- Smoking
- Drugs
- Contraband (alcohol, weapons, cigarettes)
- Fighting (NOT HORSEPLAY)
- Threatening (verbal and/or physical when threat can reasonably be implicated)

#### POINT SHEET CARE:

Doodling, writing, marking on point sheets will result in corrective teaching interactions and a point penalty for carelessness with materials. Students may be required to purchase a new point sheet at a cost of 9,000 points if the point sheet cannot be returned to its original condition.

#### PRIVILEGES:

We have a student store that contains items that a student can purchase with their points. The items available are listed on the menu handout. The items are tangible or special privileges (field trips, parties, computer time, etc.) A student may purchase items at the end of the day during conferencing, ONLY if he/she has not had a referral that day or ISS.

#### ACTIVITY ELIGIBILITY:

Activities are a privileges available for purchase by students. During activities, students will either attend a school sponsored activity or field trip. If a student receives a referral on Thursday afternoon or Friday morning and the student has purchased an activity for that Friday, the may participate in the activity IF:

- o They have returned to their class immediately after arriving to school on a Friday morning.
- o Completed any missed class work and/or homework relating to that intervention.
- o At the principal discretion.

If a student purchases an activity and loses the privilege, the points spent for the activity ARE NOT given back to the student. The points spent are lost.

#### HOMEWORK:

Homework is on an individual basis and will not apply to every student. When homework is required, it will be noted and be required to be returned and signed by the parent. Failure to return the completed homework and signed, will result in a deduction of points from the teacher.

#### BEHAVIORS CONSTITUTING NOT ACCEPTING CORRECTIVE TEACHING

##### FACIAL:

- No eye contact
- Glaring
- Rolling eyes
- Frowning
- Grinning

##### VERBAL:

- Sighing
- Interrupting
- Arguing
- Name- calling
- Swearing
- Crying
- Talking to other people
- Mumbling
- Not answering when asked to

##### BODY MOVEMENTS:

- Slouching
- Arms folded (out of disrespect)

- Turning or walking away
- Moving or making noise with hands, feet, or other objects
- Disrespectful hand gestures

#### NOT FOLLOWING TEACHER INSTRUCTIONS ONE-ON-ONE INTERVENTION RULES

1. Walk to the Intervention Office quietly. Report immediately.
2. Hand your point sheet to staff.
3. Sit at desk. Follow all instructions.
4. Do no talk to other students who are in intervention.
5. Raise your hand and make an appropriate request to begin your
6. 5-minute "quiet time." Say, "May I please start my quiet time?"
7. Stay seated quietly. Do not talk or move your body to make noise. You will need to do your 5-minutes over if you do.
8. When "Quiet Time" is finished, be ready to practice the steps for the skills of "Following Directions" and "Accepting Feedback." Teachers may ask you to work on other skills as well. Be ready to learn.
9. Be ready to talk with staff about why you earned a One-on-One. What skills need practice? How can you improve your skills? We are here to help you. Be cooperative.
10. Level 2: 20,000 point penalty:
11. Slamming doors, disrespectful to staff, disruption in hallway. If a student starts as a Level 1, but takes too long to process AND extended time and effort are required due to uncooperative behavior it becomes a Level 2.

Level 3: 30,000 point penalty:

Requires escort for noncompliance.

Level 4: 40,000 point penalty:

Any time there is a destruction of property, physical aggression towards others, parents and/or police involvement it is a Level 4. If a student requires physical restraint because of danger to themselves or others, parents are called. Any violation of school rules or policies that would result in a suspension is a Level 4 referral.

Restitution:

WILL be made for property damage.

Level 3 or Level 4 Interventions:

These interventions will result in a level drop for Progress and Merit level students.

Bus Interventions:

Bus interventions will be evaluated for level of one-on-one interventions based on information obtained by intervention staff and/or the homeroom teacher.

Each Level 3 or Level 4 one-on-one intervention is assessed by the severity of the student's behavior. The intervention staff determines the level of one-on-one intervention on a case-by-case occurrences.

One-on-one interventions that disrupt or interfere with the learning environment influence staff when determining the level of the one-on-one intervention.



## **C: School Dress Code Policy**

### **ANTELOPE VALLEY JOINT UNION HIGH SCHOOL DISTRICT DRESS CODE**

All students are expected to dress and groom appropriately, with an emphasis on modesty, decency, personal and public health. In essence, DRESS FOR SUCCESS. Students are also expected to maintain a high standard of personal hygiene.

1. All students are required to wear appropriate footwear for school.
2. All shirts and tops must cover the midriff at all times. The following are examples of clothing that is unacceptable: tank tops, strapless, spaghetti straps, off the shoulder, cut out designs, low-cut shirts, bare back, sheer or mesh clothing that does not have an appropriate blouse or shirt underneath, etc.
3. All pants and shorts must fit at the waist. No sagging or low riding will be permitted. Clothing must cover undergarments when sitting, standing, or bending.
4. Only school hats that are purchased in the Student Store are acceptable and must be worn with the brim forward.
5. Hemlines and slits on dresses, skirts, and shorts above mid-thigh are not acceptable.
6. Clothing and hair accessories that are unsafe and/or dangerous are not permitted (for example, hair-picks and combs, studded belts, chains, spikes, handcuffs, safety pins, needles, etc.).
7. Clothing or jewelry that depicts any "gang style" writing; illegal activity; sexually related or obscene gestures and material; tobacco; drugs; alcohol; or words, pictures, or phrases that depicts violence or intimidation may not be worn.
8. Any body piercing that presents a safety issue or major distraction will not be allowed.
9. Any clothing or styles of dress that may be construed to provoke fear, violence, or intimidation, including gang- related attire, is not acceptable.

#### **Inappropriate Dress**

1. Pants oversized at the waist are not allowed.
2. Wearing pants below the waist line (sagging) is not allowed.
3. No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at school activities.
4. Belt buckles with any initials are prohibited.
5. Wearing an oversized belt with one end hanging down is prohibited.
6. Excessive color identities - red, blue, purple, green or black is prohibited.
7. No gang-related hats, or other related head wear can be worn - Only school hats that are bought in the Student Store.
8. Bandannas, red or blue belts, red or blue shoelaces, or rags that commonly signify gang identity by style or color are prohibited. Clothing, jewelry, paraphernalia or material which is obscene, sexually explicit or which depicts or

- suggests sexually-related or obscene gestures, pictures, or wording or which promotes violence, the use/abuse of drugs, tobacco or alcohol may not be worn or carried on campus or at school activities.
9. Shorts extending below the knee when worn with over-the-calf socks are prohibited. No pants can be worn with one leg up and one down.
  10. No student may wear articles of clothing jewelry, paraphernalia or accessories which pose a threat to the physical and/or emotional well-being and safety of the student or others on campus or at school activities.
  11. Shirts buttoned at the top and unbuttoned at the bottom are prohibited.
  12. Steel-toe combat style boots are prohibited.

Gang or tagger-crew writing on shoes, clothes or body, backpacks or accessories are not permitted.

13. Sports jerseys, other than school jerseys, will not be allowed.
14. Clothing or articles of clothing (including, but not limited to gloves, bandannas, shoestrings, wristbands, jewelry) which are likely to provoke others to acts of violence or which are likely to cause others to be intimidated by fear of violence may not be worn on campus or at any school activity.

NOTE: The administration reserves the right to objectively determine any necessary changes or additions to the above requirements as per California education Codes 35010 and 35291.

## D. School Site Safety Plan Checklist

DESCRIPTION OF CALIFORNIA ED CODE ITEM		IN PLAN	NEEDED	COMMENTS
<b>32282 (a) The comprehensive school safety plan shall include, but not be limited to the following:</b>				
1	<b>School Info</b> - Name of School, District, principal, address, phone number, email. Public Meeting Date/Location. Law Enforcement Review. Mission Statement, Table of Contents	X		
2	<b>Date reviewed and approved by Site Council.</b> List of committee member's names/titles: Principal/designee, teacher rep, classified rep, Parent of attending student, Law Enforcement rep, Student Rep. May include other community member or other desired member/s.	X		
3	Assessment of the current status of <b>school crime</b> committed on school campuses and at school-related functions. California Healthy Kids Survey (CHKS), staff climate with student and parent surveys. Student attendance, referrals, discipline and expulsions. Crime Data. Threat, Risk, Hazard and Vulnerability Assessment.	X		
4	Identifying appropriate <b>strategies and programs</b> that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, <b>which shall include the development of all of the following:</b>	X		
5	Child abuse reporting procedures consistent with Article 2.5(commencing with Section 11164) of Title 1 of Part 4 of the Penal Code. Sexual Harassment Policy. A Discrimination and Harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1. Procedures adopted under the Safe and Drug Free Schools Act. Hate crime policies and reporting procedures pursuant to Chapter 1.2 (commencing with Section 628) of Title 15 of Part 1 of the Penal Code. Bullying prevention Policies and Procedures.	X		
6	<b>Disaster procedures, routine and emergency, including adaptations for pupils with disabilities</b> in accordance with the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). <b>The disaster procedures shall also include, but not be limited to both of the following:</b>	X		
7	<b>Establishing an earthquake emergency procedure system</b> in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A district or county office may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedure system. <b>The system shall include, but not be limited to, all of the following:</b>	X		
8	A <b>school building disaster plan, ready for implementation</b> at any time, for maintaining the safety and care of pupils and staff. A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools	X		
9	<b>Protective measures</b> to be taken before, during, and following an earthquake. A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.	X		
10	<b>Establishing a procedure to allow a public agency</b> , including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.	X		

DESCRIPTION OF CALIFORNIA ED CODE ITEM		IN PLAN	NEEDED	COMMENTS
<b>32282 (a) The comprehensive school safety plan shall include, but not be limited to the following:</b>				
11	<b>Policies</b> pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other <b>school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations</b> pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27.	X		
12	Procedures to <b>notify teachers of dangerous pupils</b> pursuant to Section 49079.	X		
13	The <b>provisions of any schoolwide dress code</b> , pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For the purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.	X		
14	Procedures for <b>safe ingress and egress</b> of pupils, parents, and school employees to and from school.	X		
15	A <b>safe and orderly environment</b> conducive to learning at the school. Including the <i>social climate</i> (people and programs) AND the <i>physical environment</i> (place).	X		
16	The <b>rules and procedures on school discipline</b> adopted pursuant to Sections 35291 and 35291.5.	X		
17	<b>Grants</b> to assist schools in implementing their comprehensive school safety plan shall be made available through the partnership as authorized by Section 32285.	X		
18	The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. <b>An updated file of all safety-related plans and materials shall be readily available for inspection by the public.</b> All Site Plans may be viewed by the public at the AVUHSD website: <a href="http://www.avdistrict.org">www.avdistrict.org</a>	X		
19	Each school shall adopt its comprehensive school safety plan by March 1, 2000, and <b>shall review and update its plan by March 1, every year thereafter.</b> AVUHSD Board of Trustees will approve plans prior to March 1. See agenda approval date at <a href="https://www.boarddocs.com/ca/avuhsd/Board.nsf">https://www.boarddocs.com/ca/avuhsd/Board.nsf</a> .	X		
20	Commencing in July 2000, and every July thereafter, <b>each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card</b> prepared pursuant to Sections 33126 and 35256	X		
21	Completed Checklist and a Copy of the full California Ed Code Section re: School Site Safety Plan	X		

Principal's Signature: \_\_\_\_\_

