

Comprehensive School Safety Plan

2024-2025 School Year

School: Antelope Valley Adult Education
CDS Code: 19 64246 1930171
District: Antelope Valley Union High School District
Address: 1220 West Ave. J, Lancaster, CA 93535

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Approved by:



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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at AVadultEd.org.

Safety Plan Vision

We envision all AVUHSD graduates will possess the skills and attributes to make an affirmative contribution to their community and world. We value emotional, social, and physical safety in our classrooms, offices and across all campuses. Our students and staff remain our top priority.

Components of the Comprehensive School Safety Plan (EC 32281)

Antelope Valley Adult Education Safety Committee

Jo Morgan-Kim, Regional Director; Michelle Parsons, Vice Principal; Jeff Cowart, Director of Site Safety

Assessment of School Safety

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Antelope Valley Adult Education will take all necessary measures to keep students, staff, and visitors safe in the event of a disaster. The site will incorporate strategies of the Incident Command System, evacuation procedures will be mapped out, guidance for emergency responses for a variety of potential hazards and incidents detailed, and will provide opportunities for these responses to be trained and drilled by staff and students alike.

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare: The Board of Trustees shall encourage the use of its school facilities and grounds and will make them available as a civic center to citizens and community groups for the following purposes, subject to district policies and regulations. The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, and shall cooperate in furnishing and maintaining such services as it deems necessary to meet community needs. (BP 1330: Use of School Facilities & Education Code 40041.5)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

(E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities.

The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

For all employees, applicants and students, District programs and activities shall be free from harassment, discrimination, intimidation and bullying based on gender, gender identity, gender expression race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The AVUHSD Board of Trustees and Administration is dedicated to providing a safe and secure educational environment and strictly prohibits any type of bullying. Harassment of students and staff, including bullying, intimidation, cyber-bullying, cyber-harassment, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering is prohibited and subject to disciplinary action.

Cyber-bullying and cyber-harassment includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships.

If you or someone you know is being discriminated against or harassed or bullied in any way, please contact any administrator at your site (or bypass the administrator if that person is the harasser) and contact either of the two designated Title IX coordinators:

Kathryn Taylor, Ed.D.
Director of Equity
176 Holston Drive
Lancaster, CA 93535
Phone: 661-948-7655 ext. 2420

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Safety while entering and leaving Antelope Valley Adult Education campuses is a high priority. Please adhere to safety crossing zones, drop-off and pick up locations for students, color-coded curbs to designate specific parking locations, and all traffic laws including those related to distracted driving.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Antelope Valley Adult Education Student Conduct Code

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

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

(J) Procedures to Prepare for Active Shooters

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, describe 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.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

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

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

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

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

Opioid Prevention and Life-Saving Response Procedures

What are the signs of an opioid overdose?

During an overdose, a person's breathing can be dangerously slowed or stopped, causing brain damage or death. It's important to recognize the signs and act fast, even before emergency workers arrive. Signs of an overdose may include:

- Small, constricted "pinpoint pupils"
- Falling asleep or loss of consciousness
- Limp body
- Slow, shallow breathing
- Choking or gurgling sounds

What to do if you think someone has overdosed on opioids:

1. Call 911 immediately.
2. Give naloxone as quickly as possible, if available. Do not wait for emergency workers to arrive before giving naloxone.
3. Try to keep the person awake and breathing.
4. Lay the person on their side to prevent choking.
5. Stay with the person until emergency workers arrive.
6. Naloxone is a temporary treatment. More than one dose might be needed under some circumstances, especially if an overdose event involves illicitly manufactured fentanyl and fentanyl-related substances.

How to use NARCAN Nasal Spray:

Step 1. Lay the person on their back to receive a dose of NARCAN Nasal Spray.

Step 2. Remove NARCAN Nasal Spray from the box. Peel back the tab with the circle to open the NARCAN Nasal Spray.

Step 3. Hold the NARCAN Nasal Spray with your thumb on the bottom of the red plunger and your first and middle fingers on either side of the nozzle.

Step 4. Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose.

Step 5. Press the red plunger firmly to give the dose of NARCAN Nasal Spray.

Step 6. Remove the NARCAN Nasal Spray from the nostril after giving the dose.

Step 7. Get emergency medical help right away.

- Move the person on their side (recovery position) after giving NARCAN Nasal Spray.
- Watch the person closely.
- If the person does not respond by waking up, to voice or touch, or breathing normally another dose may be given. NARCAN Nasal Spray may be dosed every 2 to 3 minutes, if available.
- Repeat Steps 2 through 6 using a new NARCAN Nasal Spray to give another dose in the other nostril. If additional NARCAN Nasal Sprays are available, Steps 2 through 6 may be repeated every 2 to 3 minutes until the person responds or emergency medical help is received.

Step 8. Put the used NARCAN Nasal Spray back into its box.

Step 9. Throw away (dispose of) the used NARCAN Nasal Spray in a place that is away from children.

Response Procedures for Dangerous, Violent, or Unlawful Activity

The Governing Board is committed to providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.

The Superintendent or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt the normal operations on campus, threatens the health or safety of anyone on school property, or causes or threatens to cause damage to school property. The principal or designee will follow Disruptions Policy BP/AR 3515.2 and direct an individual to leave school grounds if she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

All persons who refuse to comply with the Disturbance Policy or who appear to be dangerous intruders will be treated as intruders. Depending on the situation, administration will follow the Standard Response Protocol to determine the appropriate response. If necessary, the school will be placed on a LOCKDOWN. The Principal or designee will notify law enforcement. All communication will be between law enforcement and the administrator in charge. School staff will wait for further instructions (via intercom or email) from the administrator or law enforcement.

Instructional Continuity Plan

Safety Plan Review, Evaluation and Amendment Procedures

Antelope Valley Union High School District Comprehensive School Safety Plans will be reviewed, evaluated, and amended as needed each school year by the Superintendent/Principal, and Safety Committee with final review by the Board of Trustees.

Safety Plan Appendices

Emergency Contact Numbers

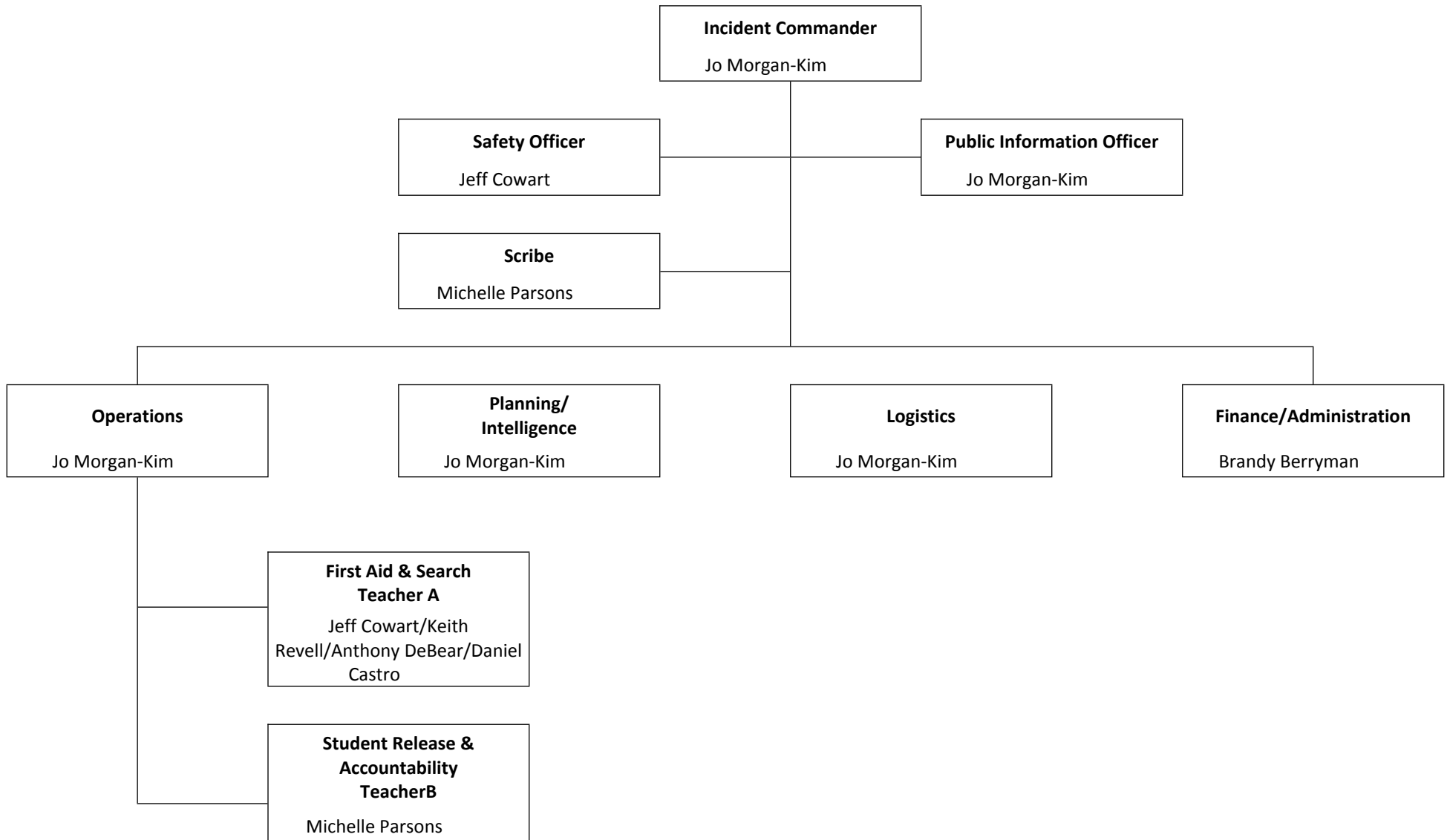
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Lancaster Department Sherriff	661.948.8466	
Law Enforcement/Fire/Paramedic	Palmdale Department Sherriff	661.272.2400	
Law Enforcement/Fire/Paramedic	Fire Department	661.948.2631	
Law Enforcement/Fire/Paramedic	Emergency	9.911	
School District	Superintendent	661.948.7655 ext. 225	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)

Antelope Valley Adult Education Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Responding to an aircraft crash is a serious and complex situation. While specific procedures may vary based on location and resources, here is a general outline:

1. Immediate Emergency Response:
 - Activate emergency services: Immediately contact local emergency services (911) and provide information about the aircraft crash.
 - Notify school staff: Utilize the school's emergency notification system to alert all staff members about the incident.
2. Evacuation and Safe Zone:
 - Evacuate affected areas: Follow established evacuation procedures to move students, staff, and visitors to a safe distance from the crash site.
 - Designate safe zones: Identify predetermined safe zones where students and staff should assemble to avoid potential hazards.
3. Account for Personnel:
 - Take attendance: Teachers and administrators should take attendance to ensure all students are accounted for.
 - Staff communication: Establish a communication system to confirm the safety and location of all staff members.
4. Provide Support:
 - Offer counseling services: Arrange for counseling support to address the emotional well-being of students, staff, and families affected by the incident.
 - Communicate with parents: Keep parents informed about the situation and provide guidance on where they can reunite with their children.
5. Secure the Area:
 - Collaborate with emergency responders: Coordinate with local emergency services to secure the crash site and manage potential hazards.
 - Restrict access: Establish a perimeter around the crash site to prevent unauthorized access and ensure the safety of students and staff.
6. Media Relations:
 - Designate a spokesperson: Appoint a designated spokesperson to communicate with the media and provide accurate information.
 - Follow media protocol: Adhere to established communication protocols and release information responsibly, prioritizing sensitivity to the affected individuals.
7. Review and Update Procedures:
 - Debrief and review: After the incident, conduct a debriefing with emergency responders, school staff, and relevant stakeholders to assess the response and identify areas for improvement.
 - Update emergency plans: Revise and update the school's emergency response plans based on lessons learned from the incident.

Animal Disturbance

Responding to an animal disturbance requires careful consideration of the potential risks and the safety of students and staff. While specific procedures may vary, here is a general outline:

1. Immediate Response:

- Alert staff: Quickly notify relevant staff members about the animal disturbance using the school's communication system.
 - Assess the situation: Determine the type and size of the animal, potential threat level, and its proximity to students and staff.
2. Secure the Area:
- Isolate the area: Establish a perimeter to prevent students and staff from approaching the disturbed animal.
 - Evacuate if necessary: If the animal poses an immediate threat, follow established evacuation procedures to move students, staff, and visitors to a safe location.
3. Contact Animal Control or Experts:
- Call animal control: Contact local animal control authorities to report the situation and seek their guidance on handling the specific type of animal.
4. Communication with Parents:
- Provide guidance: Offer clear instructions to parents on any actions they need to take, such as picking up students from a designated safe area.
5. Monitor and Manage Students:
- Calm and reassure: Provide clear communication to students about the situation, and reassure them that measures are in place to ensure their safety.
6. Professional Intervention:
- Wait for professionals: Avoid attempting to handle the animal without professional assistance, especially if it is a potentially dangerous or unknown species.
 - Follow expert advice: Collaborate with animal control or wildlife experts on the appropriate measures to resolve the disturbance.
7. Review and Update Procedures:
- Conduct a debriefing: After the incident, conduct a debriefing session with relevant staff to evaluate the response and identify areas for improvement.
 - Update policies: Revise and update school policies and procedures related to animal disturbances based on lessons learned from the incident.

Armed Assault on Campus

Active Shooter/ Assailant

At the first indications of a shooting:

Protocol If Outside:

1. Instruct students to drop to the ground immediately, face down as flat as possible.
2. If you are within 15-20 feet of a safe position, duck and run for it.
3. Move or crawl away from gunfire and seek cover.
4. Keep in mind that though obstructions may visually conceal you from gunfire, they may NOT be bulletproof and offer protection.
5. Try to get behind or inside a building and stay down.
6. DO NOT peek or raise your head.
7. If possible, call or run to the office to report the situation, but ONLY if it is safe to do so.
8. Listen for directions from the Sheriff.

Protocol If Inside Classroom (With Assailant outside):

1. Duck and cover.
2. Keep students inside.
3. Close and lock outside doors to the classroom.
4. Close the blinds, turn off the lights, and stay on the floor.
5. Call the office (if possible) to report location of the sniper.

Office Staff only--At the first indications of a shooting:

1. Duck and cover on the floor
2. Make calls from floor position.
3. Keep students out of danger.
4. Implement a Lock Down to contain students in their classrooms.
5. Call 9-9-1-1 and identify the school site and exact location.
6. As Sheriff is in transit, relay the following information:
 - Is the suspect still on campus?
 - Where did he/she go?
 - Specific location of occurrence.
 - Number of wounded.
 - Description of weapons, dangerous objects, and any visible ammunition.
 - (Look for multiple weapons and report all weapons.) Describe sound and number of shots fired.
7. Keep the P.A. system on to provide instant announcements.

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/VP/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/she 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 under the direction of law enforcement 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's department arrives at the scene. This will ensure that accurate, detailed information is relayed to responding deputies and school officials can respond to requests of the sheriff's department.

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

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.

Gang fight/riot/threatening Group: Contact campus security or the switchboard operator. Wait for campus security to arrive. If there is fighting, instruct the students to stop in a loud voice but do not try to break it up. Identify yourself and issue an order to disperse. Let campus security or law enforcement handle the situation. 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, as it may be 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, Keep 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 the 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 to eight hours and the average barricade incident last approximately three hours, so 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 sheriff's department. Deputies 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 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 sheriff's 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 the site administrator regarding contacting Child Protective Services.

Biological or Chemical Release

Biological or Chemical Release

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

- Scenario 1 - Substance released inside a room or a building;
- Scenario 2 - Substance released outdoors and localized; and
- Scenario 3 - Substance released in surrounding community.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Scenario 1: Substance Released Inside a Room or Building

- 1) The School Administrator or designee will initiate the EMERGENCY EVACUATION PROCEDURE. Staff and students will use designated routes or other alternative safe routes to the assigned Assembly Area, located upwind of the affected room or building.
- 2) The School Administrator or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency. The School Administrator or designee will also contact the Sheriff Deputy and inform them of the emergency. Responding Fire Station #130 44558 40th Street West, Lancaster, CA 93536 (661) 945-5788
- 3) The School Administrator will notify the Local District Superintendent of the situation.
- 4) The School Administrator or designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
- 5) The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
- 6) Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be quarantined from unaffected individuals (isolation does not apply to widespread airborne releases). A member

of the First Aid/Medical Team should assess the need for medical attention.

7) The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

8) The School Administrator will complete the Biological and Chemical Release Response Checklist

9) The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

10) Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1) The School Administrator or designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EMERGENCY EVACUATION PROCEDURE.

2) The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.

3) The School Administrator or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency. The School Administrator or designee will also contact the Sheriff Deputy and inform them of the emergency.

Responding Fire Station #130 44558 40th Street West, Lancaster, CA 93536 (661) 945-5788

4) The School Administrator will notify the Local District Superintendent of the situation.

5) The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.

6) Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be quarantined from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

7) The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

8) The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

9) Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1) If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator or designee will initiate SHELTER-IN-PLACE.

2) Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3) Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria and gymnasium). Teachers should communicate their locations to the School Administrator, using the telephones, PA system or other means without leaving the building.

- 4) The School Administrator or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency. The School Administrator or designee will also contact the Sheriff Deputy and inform them of the emergency. Responding Fire Station #130 44558 40th Street West, Lancaster, CA 93536 (661) 945-5788
- 5) The School Administrator will notify the Local District Superintendent of the situation.
- 6) The School Administrator will turn on a radio or television station to monitor information concerning the incident.
- 7) The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the School Administration.

Bomb Threat/ Threat Of violence

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 pre-designated evacuation areas
- Evacuate immediately after clearing egress routes and assembly areas
- Have school personnel keep students and staff calm

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.

Bus Disaster

Responding to a bus disaster requires a coordinated and rapid effort to ensure the safety of students, staff, and other individuals involved. While specific procedures may vary, here is a general outline:

1. Immediate Response:

- **Activate emergency services:** Immediately contact local emergency services (911) to report the bus disaster and provide specific details about the location and nature of the incident.
- **Contact district office staff**

2. Account for Personnel:

- **Take attendance:** Teachers and administrators should take attendance to ensure all students and staff are accounted for.
- **Identify missing individuals:** Establish a system to identify and locate any missing students, staff, or other individuals involved in the bus incident.

3. Student and Staff Safety:

- **Evacuation procedures:** Implement evacuation procedures to move students and staff away from the immediate danger.
- **Provide first aid:** Administer first aid to individuals with injuries, and coordinate with emergency medical services for further assistance.

4. Emergency Services Collaboration:

- **Work with emergency responders:** Collaborate with local emergency services, fire departments, police, and other relevant authorities.
- **Follow professional guidance:** Comply with the recommendations and instructions provided by emergency responders.

5. Parent Communication:

- **Notify parents:** Use the school's communication channels to inform parents about the bus disaster and provide instructions on where and how to reunite with their children.
- **Establish a reunification point:** Designate a specific location for parents to reunite with their children, ensuring a controlled and organized process.

6. Media Relations:

- **Public information officer (principal) will communicate with the media and provide accurate information.**
- **Follow media protocol:** Adhere to established communication protocols and release information responsibly, coordinating with district communications and safety staff.

7. Crisis Counseling and Support:

- Provide counseling services: Arrange for counseling support to address the emotional well-being of students, staff, and families affected by the incident.

8. Investigation and Documentation:

- Document the incident: Compile detailed documentation of the incident, including witness statements, photographs, and any other relevant information.

9. Review and Update Procedures:

- Conduct a debriefing: After the incident, conduct a thorough debriefing with emergency responders, school staff, and relevant stakeholders to assess the response and identify areas for improvement.
- Update emergency plans: Revise and update the school's emergency response plans based on lessons learned from the incident.

Disorderly Conduct

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 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.

Earthquake

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.

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.

Explosion or Risk Of Explosion

FIRE/EXPLOSION

The injured should be treated as much as possible while awaiting Police or Fire Department. Anticipate an evacuation away from threatened buildings using the fire drill. 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 you and the fire. Stuff cracks and openings with wet clothing/rags and avoid fanning flames. Lay on the floor to avoid smoke. Wait for help. Identify witnesses. Anticipate being bused to an alternative location.

Students and adults evacuate the building to designated areas according to the principal's pre-arranged plans. The teacher will be the last person to leave the classroom, taking the class record and/or roll and keys with him/her, and is to close the doors and windows if possible.

Fire in Surrounding Area

Responding to a fire in the surrounding area is crucial to ensuring the safety of students, staff, and the overall school community. While specific procedures may vary, here is a general outline:

1. Immediate Response:

- **Activate emergency services:** Immediately contact local emergency services (911) to report the fire in the surrounding area.
- **If the fire is a danger or potential danger to the school,** pull the fire alarm to evacuate students to the appropriate area. Backup rally points have been established for Virtual Academy/SOAR Prep and for Knight Prep Academy in the event that the fire is in the vicinity of the primary rally point.

2. Account for Personnel:

- **Take attendance:** Teachers and administrators should take attendance to ensure all students and staff are accounted for.
- **Identify missing individuals:** Establish a system to identify and locate any missing students, staff, or other individuals involved in the incident.

3. Shelter-in-Place Procedures:

- **If evacuation is not necessary at first,** monitor the fire and be ready to evacuate as needed.
- **Close windows and doors:** Seal off areas to prevent the entry of smoke and other airborne contaminants.

4. Emergency Services Collaboration:

- **Work with emergency responders:** Collaborate with local fire departments and other relevant authorities to coordinate the response.
- **Follow professional guidance:** Comply with the recommendations and instructions provided by emergency responders.

5. Parent Communication:

- **Notify parents:** Use the school's communication channels to inform parents about the fire and provide instructions on where and how to reunite with their children.
- **Establish a reunification point:** Designate a specific location for parents to reunite with their children, ensuring a controlled and organized process.

6. Review and Update Procedures:

- Conduct a debriefing: After the incident, conduct a thorough debriefing with emergency responders, school staff, and relevant stakeholders to assess the response and identify areas for improvement.
- Update emergency plans: Revise and update the school's emergency response plans based on lessons learned from the incident.

Fire on School Grounds

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. 217 or 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. Consider the direction of the wind when determining your evacuation route. If an 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 a safe location.

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.

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.

Flooding

Responding to flooding, especially when it involves potential damage to rooms from water, requires a comprehensive and coordinated approach to ensure the safety of students, staff, and the overall school community. Here is a general outline of procedures:

1. Immediate Response:

- Move students out of rooms that have been damaged by heavy rains.
- Contact director of maintenance with specific information about damage to buildings.

- Contact district office safety and/or maintenance support
2. Communication:
 - Notify staff: Use the school's communication system to alert all staff members about the flooding and provide details about the situation.
 - If necessary, communicate with emergency services: Establish communication with local emergency services, flood response or CERT teams, and other relevant authorities, providing ongoing updates on the situation.
 3. Parent Communication:
 - As necessary, notify parents: Use the school's communication channels to inform parents about the flooding if there has been a significant impact to the student's schedule, or if it has been determined that school will be closed due to flooding.
 4. Assessment and Mitigation:
 - Assess water damage: After the flood is under control, assess the extent of water damage in affected areas.
 - Mitigate further damage: Take immediate steps to mitigate additional water damage, including removing excess water, securing affected areas, and initiating the drying process.
 5. Room-Specific Procedures:
 - Identify affected rooms: Determine which rooms are damaged by water and assess the level of damage.
 - Coordinate with maintenance and custodial staff: Work with maintenance and custodial teams to assess and address damage in affected rooms, including structural issues, electrical concerns, and the removal of water-damaged materials.
 - Initiate cleanup and restoration: Begin the cleanup and restoration process in water-damaged rooms, following established protocols and safety measures.
 6. Review and Update Procedures:
 - Conduct a debriefing: After the incident, conduct a thorough debriefing with emergency responders, school staff, and relevant stakeholders to assess the response and identify areas for improvement.
 - Update emergency plans: Revise and update the school's emergency response plans based on lessons learned from the flooding incident, including specific considerations for addressing water-damaged rooms.

Loss or Failure Of Utilities

Responding to the loss or failure of utilities at AAV requires swift action to ensure the safety and well-being of students, staff, and the overall school community. Here is a general outline of procedures:

1. Immediate Response:
 - Assess the situation: Determine the extent of the loss or failure of utilities, including electricity, water, gas, and heating or cooling systems.
 - Activate emergency services: If necessary, contact local utility providers and emergency services to report the issue and seek assistance.
 - Contact director of maintenance.
2. Communication:
 - Notify staff: Use the school's communication system to inform all staff members about the loss or failure of utilities and provide details about the situation.
 - Communicate with utility providers: Establish communication with utility providers to report the issue, receive updates on restoration efforts, and seek an estimated timeline for resolution.
3. Evacuation Procedures (if necessary):

- Assess the need for evacuation: Determine if the loss of utilities poses immediate risks, such as lack of heating in cold weather or loss of water for an extended period.
 - Evacuation routes: If evacuation is necessary, implement established evacuation procedures to move students and staff to a safe location.
4. Parent Communication:
- Notify parents: Use the school's communication channels to inform parents about the loss or failure of utilities and provide instructions on any necessary actions or changes to the school schedule.
5. Assessment and Restoration:
- Assess the extent of damage: Once the immediate situation is under control, assess the extent of damage to utility systems and infrastructure.
 - Collaborate with utility providers: Work closely with utility providers to expedite the restoration process and obtain updates on progress.
6. Review and Update Procedures:
- Conduct a debriefing: After the incident, conduct a thorough debriefing with emergency responders, school staff, and relevant stakeholders to assess the response and identify areas for improvement.
 - Update emergency plans: Revise and update the school's emergency response plans based on lessons learned from the loss or failure of utilities, with a focus on improving preparedness and response capabilities.

Motor Vehicle Crash

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.

Opioid Overdose

What are the signs of an opioid overdose?

During an overdose, a person's breathing can be dangerously slowed or stopped, causing brain damage or death. It's important to recognize the signs and act fast, even before emergency workers arrive. Signs of an overdose may include:

- Small, constricted "pinpoint pupils"
- Falling asleep or loss of consciousness
- Limp body
- Slow, shallow breathing
- Choking or gurgling sounds

What to do if you think someone has overdosed on opioids:

1. Call 911 immediately.
2. Give naloxone as quickly as possible, if available. Do not wait for emergency workers to arrive before giving naloxone.
3. Try to keep the person awake and breathing.
4. Lay the person on their side to prevent choking.
5. Stay with the person until emergency workers arrive.
6. Naloxone is a temporary treatment. More than one dose might be needed under some circumstances, especially if an overdose event involves illicitly manufactured fentanyl and fentanyl-related substances.

How to use NARCAN Nasal Spray:

Step 1. Lay the person on their back to receive a dose of NARCAN Nasal Spray.

Step 2. Remove NARCAN Nasal Spray from the box. Peel back the tab with the circle to open the NARCAN Nasal Spray.

Step 3. Hold the NARCAN Nasal Spray with your thumb on the bottom of the red plunger and your first and middle fingers on either side of the nozzle.

Step 4. Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose.

Step 5. Press the red plunger firmly to give the dose of NARCAN Nasal Spray.

Step 6. Remove the NARCAN Nasal Spray from the nostril after giving the dose.

Step 7. Get emergency medical help right away.

- Move the person on their side (recovery position) after giving NARCAN Nasal Spray.
- Watch the person closely.
- If the person does not respond by waking up, to voice or touch, or breathing normally another dose may be given. NARCAN Nasal Spray may be dosed every 2 to 3 minutes, if available.
- Repeat Steps 2 through 6 using a new NARCAN Nasal Spray to give another dose in the other nostril. If additional NARCAN Nasal Sprays are available, Steps 2 through 6 may be repeated every 2 to 3 minutes until the person responds or emergency medical help is received.

Step 8. Put the used NARCAN Nasal Spray back into its box.

Step 9. Throw away (dispose of) the used NARCAN Nasal Spray in a place that is away from children.

Pandemic

In the event of a pandemic, schools will work with district staff regarding compliance with the Department of Public Health and, if necessary, implementation of distance learning.

Psychological Trauma

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.

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.

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.

Suspected Contamination of Food or Water

Responding to suspected contaminated food or water is crucial to prevent the spread of illness among students, staff, and the overall school community. Here is a general outline of procedures:

1. Immediate Response:

- Remove access to suspected items: Identify and isolate any suspected contaminated food or water sources immediately.
 - Prevent further consumption: Instruct students and staff to refrain from consuming any food or water suspected of contamination.
 - Contact district safety staff
2. Activate Emergency Services:
- In coordination with district safety staff, contact local health authorities: Notify local health authorities about the suspected contamination for guidance and assistance.
 - Seek medical advice: Consult with medical professionals to assess the potential health risks and determine appropriate actions.
3. Communication:
- Provide clear instructions: Communicate clear instructions on avoiding consumption of the suspected items and any additional precautions to take.
4. Account for Personnel:
- Identify affected individuals: Establish a system to identify and locate any individuals who may have consumed the suspected contaminated food or water.
5. Medical Assistance:
- Establish a medical triage area: Designate an area for providing first aid and medical assistance to individuals who may be experiencing symptoms of contamination.
 - Coordinate with local healthcare providers: Collaborate with local medical facilities to ensure timely and appropriate medical care for affected individuals.
6. Isolate Contaminated Areas:
- Identify affected locations: Determine areas within the school where the suspected contamination may have occurred.
 - Isolate affected areas: Restrict access to and use of areas where the contamination may have taken place to prevent further exposure.
7. Parent Communication:
- In consultation with district safety staff, notify parents: Use the school's communication channels to inform parents about the suspected contamination and provide instructions on the situation and any necessary actions.
 - Address concerns: Be transparent about the school's response and address concerns parents may have regarding the health and safety of their children.
8. Media Relations:
- Public information office (principal) will communicate with the media and provide accurate information, in consultation with district communications staff.
 - Follow media protocol: Adhere to established communication protocols and release information responsibly.
9. Cleaning and Decontamination:
- Clean affected areas: Implement thorough cleaning and decontamination procedures in areas suspected of contamination.
 - Follow health guidelines: Adhere to health guidelines and protocols for cleaning and sanitizing to prevent further spread of contamination.
10. Review and Update Procedures:
- Conduct a debriefing: After the incident, conduct a thorough debriefing with school staff, health officials, and relevant stakeholders to assess the response and identify areas for improvement.
 - Update emergency plans: Revise and update the school's emergency response plans based on lessons learned from the incident, with a focus on improving food and water safety measures.

Tactical Responses to Criminal Incidents

Contact the school resource officer and work in collaboration with law enforcement, as it applies to the situation.

Unlawful Demonstration or Walkout

To ensure student safety during an unlawful demonstration or walkout, preparation is essential. The school will proactively monitor social media and communication channels to identify potential walkout plans. The Leadership Team consisting of administration, counselors, instructional leaders and security, and other designated staff members are assigned clear roles in managing such situations. Preventative measures include providing students with structured opportunities to discuss their concerns in supervised settings, such as assemblies or classroom discussions, and communicating with parents about school policies regarding walkouts, emphasizing the focus on student safety and attendance consequences.

When a walkout or demonstration begins, it is critical to respond calmly and maintain order. Staff will be strategically deployed to potential exit points and high-traffic areas on campus to monitor and direct students. If students insist on demonstrating, they will be guided to a designated, safe area on campus, such as an athletic field or quad, to minimize disruptions and ensure their safety. Attendance must be carefully documented, noting which students leave campus, but staff should not physically restrain or block students from leaving. De-escalation strategies should be utilized to avoid confrontations and maintain a safe environment. Communication during and after the event is vital. Local law enforcement will be informed of the situation to ensure student safety, particularly off-campus, where busy streets or intersections may pose risks. Parents will be kept informed through mass communication tools, with updates emphasizing that the school is prioritizing student safety. Staff will also be kept in the loop about the current status and any next steps to maintain consistency in response efforts.

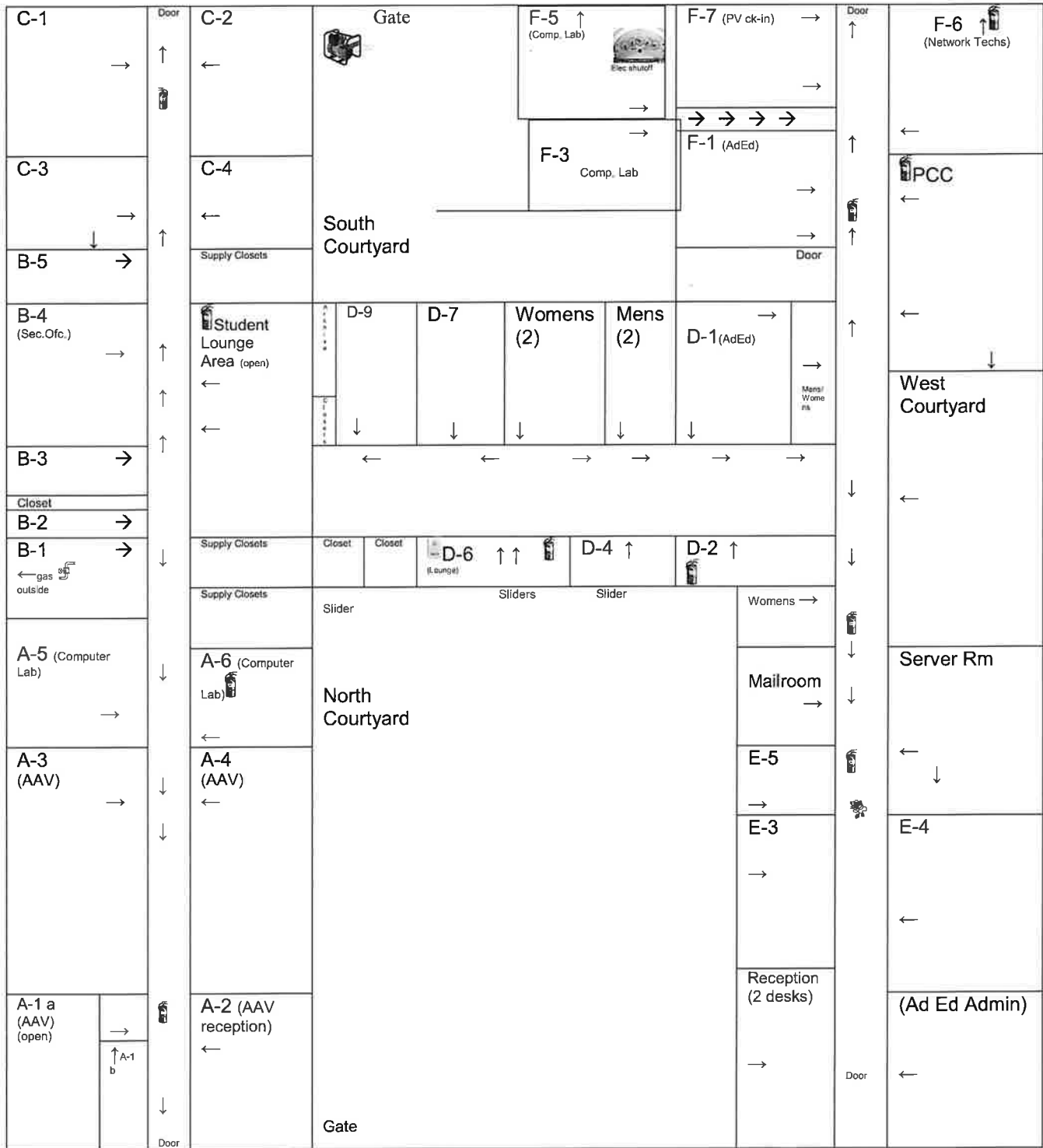
After the walkout, reintegration is key. Students returning to campus will be welcomed back and redirected to their classes without confrontation. Attendance issues must be addressed according to district policies, such as marking unexcused absences where appropriate. A post-event debrief with the Leadership Team and staff will help identify successes and areas for improvement. Additionally, counseling or forums will be offered to allow students to express their concerns constructively, fostering an environment where their voices are heard.

Emergency Evacuation Map



Emergency Supply Shed in southeast corner of lot

Back parking lots (gates)

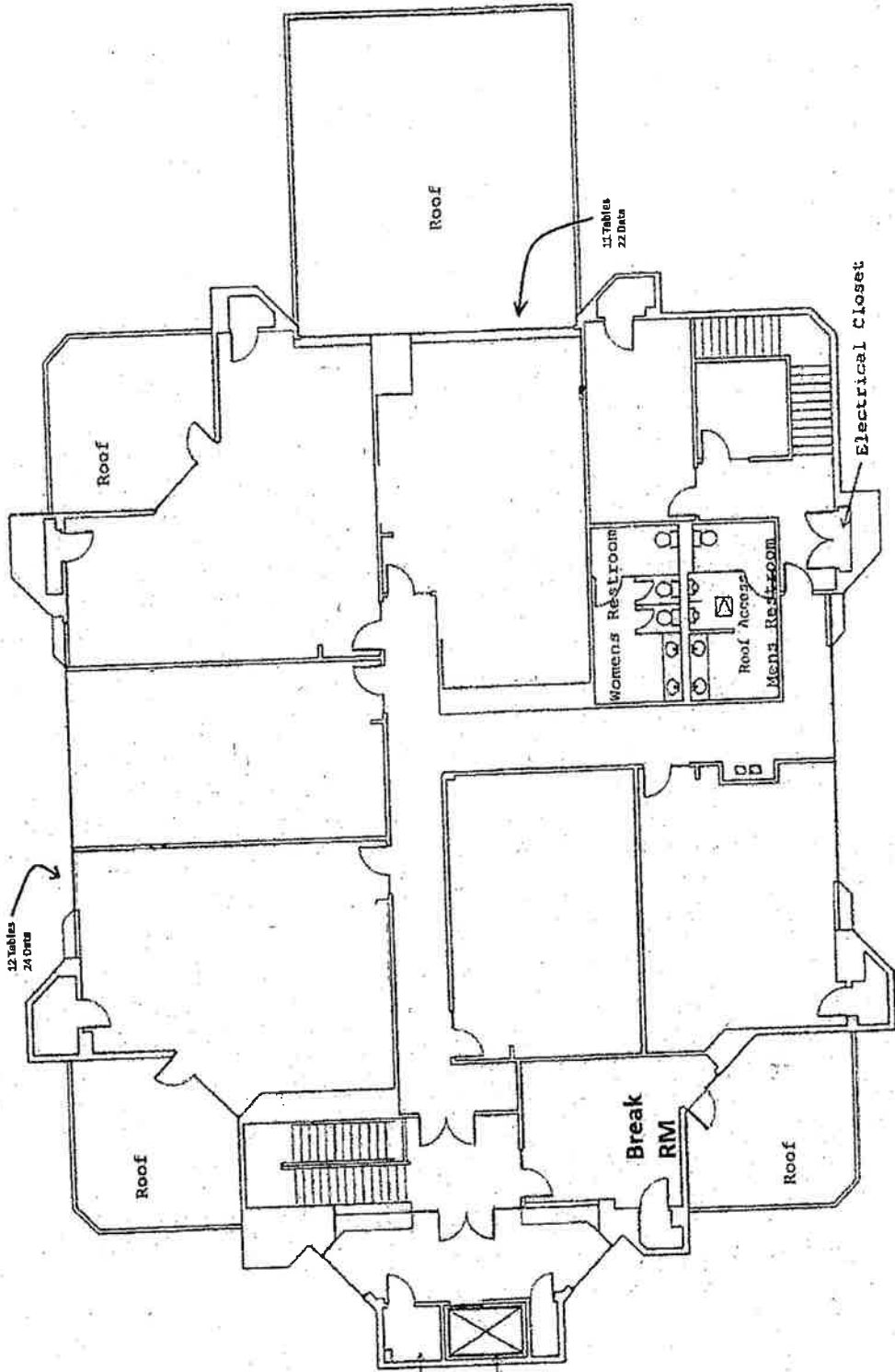


Front parking lot (gates)

The Center for CTE/College & Career Readiness – Building Footprint

South
East ↓ West
North

Adult Ed West
1220 West Ave J
Lancaster CA 93534



Elevator Equipment Room

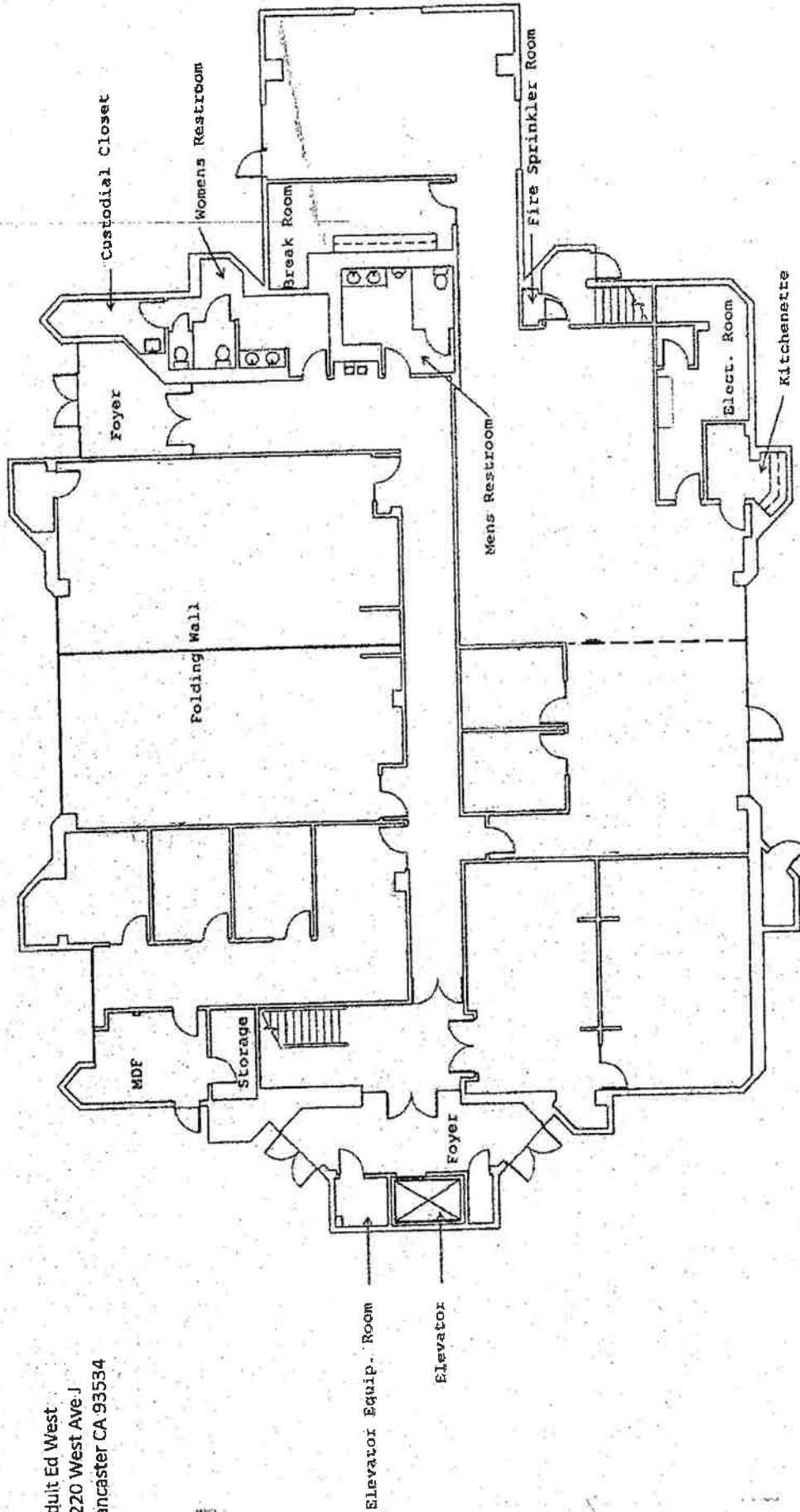
Elevator



EXISTING SECOND FLOOR PLAN

SCALE: 1/8" = 1'-0"

Adult Ed West
1220 West Ave J
Lancaster CA 93534



EXISTING FIRST FLOOR PLAN

SCALE: 1/8" = 1'-0"

Empty

Empty

Empty

Empty

Empty

Empty

Classroom 4

Classroom 3

Classroom 2

Classroom 1

Office

Southern Kern Unified
School District

