Comprehensive School Safety Plan

2024-2025
School Year

School:	Academies of the Antelope Valley
CDS Code:	19 64246 1995398
District:	Antelope Valley Union High School District
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Approved by:

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Molly Mansubi	Parent		2/20/25
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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 ofthe 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 I, 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 6300 West Avenue L, Lancaster, CA 93536.

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)

Academies of the Antelope Valley Safety Committee
Andy Glatfelter, Ed.D., principal; John Kleespies, vice principal; John Kleespies, vice principal; Jeff Cowart, director of safety; Joseph Aguilar, campus supervisor; Josh Hempstead, campus supervisor; Delisa House, campus supervisor; Jennifer Prewitt, teacher and reserve deputy; Shawn Johnson, teacher; Deputy Kwon, school resource officer

Assessment of School Safety
School safety plans and procedures were reviewed and improved by staff. Data sources include suspension and expulsion, law enforcement interventions/crime reports, and staff, student, and community surveys

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)
Academies of the Antelope Valley 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. In the event of a disaster, SOAR Prep and Virtual Academy will work closely with Quartz Hill High School and Knight Prep Academy will work closely with Knight High School.

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
Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12."

Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person , except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t)

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m)).

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

A message, text, sound, video, or image

A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))
Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

(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 Board of Trustees 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 and administration are 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)

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the educational process. The Board considers application of this policy to be a site administrative responsibility within the jurisdiction of the principal. Details and specific rules which apply shall be an administrative decision. In developing standards of student dress, the administration shall consider the effect that wearing apparel may have on students' attitude toward learning and the effect certain apparel may have on other students.

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. This policy can be found on the Academies of the Antelope Valley (AAV) website. A student who violates the dress code shall be subject to appropriate disciplinary action.

The principal, staff, students, and parents/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

The Board has determined that gangs constitute a danger to students, and the Superintendent or designee shall restrict student dress and grooming as necessary to comply with Board Policy 5136 related to gang activity.

ACADEMIES OF THE ANTELOPE VALLEY DRESS CODE

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

1. All students are expected to wear appropriate footwear for school. No flip-flops, slippers, or slides.

2. All shirts and tops must cover the midriff at all times. The following are examples of clothing that is unacceptable: strapless, spaghetti straps, off-the-shoulder, cutout designs, low-cut shirts, bare back, sheer or mesh clothing that does not have an appropriate 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. Hemline, rips, and slits above mid-thigh are not acceptable.

5. Clothing and hair accessories that are unsafe and/or dangerous are not permitted (for example, studded belts, chains, spikes, handcuffs, safety pins, needles, etc.)

6. Clothing or jewelry that depicts any illegal activity, sexually related or obscene gestures and material, tobacco, drugs, alcohol, or words, pictures, or phrases that depict violence or intimidation may not be worn.

7. Any body piercing that presents a safety issue or major distraction will not be allowed.

8. Any clothing or styles of dress that may be construed to provoke fear, violence or intimidation is not acceptable.

9. The wearing of religious clothing and/or head covering is expressly permitted.

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.

(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 Union High School District schools 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:
The following procedures are to be followed in order to maintain a safe environment for students and staff at Antelope Valley Union High School District schools:

1. All visitors must check-in to the school office, provide identification, and wear the appropriate identification badge while on campus.
2. Before leaving the school site, all visitors must check-out through the school office, returning the identification badge.

Element:
Positive Behavior Intervention Supports (PBIS)

Opportunity for Improvement:
Continue to expand PBIS throughout all District campuses.

Objectives	Action Steps	Resources	Lead Person	Evaluation
PBIS Site Team Plan (Section 1.11): Student, family, and community involvement	Student behavior expectations PREP Matrix will be sent home to relate core values to home life and school.	AAV funding sources, teacher planning time	Briana Blundell and Trish White, PBIS coordinators	Family survey results and PBIS survey.

Component:
Positive Behavior Intervention and Supports (PBIS)

Element:
Tier 1: Supports for all students

Opportunity for Improvement:
Social emotional learning

Objectives	Action Steps	Resources	Lead Person	Evaluation
The objective of integrating social-emotional learning is to empower students with the essential skills and emotional resilience necessary to navigate challenges, cultivate positive relationships, and excel academically, fostering their overall well-being and future success.	Regularly implement Habitudes activities, providing students with practical tools for developing emotional intelligence, resilience, and interpersonal skills.	Planning time, sites funds, district training	Briana Blundell and Trish White, PBIS coordinators	School climate survey results and PBIS survey

Component:
Parent University

Element:
School-community partnerships

Opportunity for Improvement:
Provide families tools to support their children's academic and emotional wellbeing

Objectives	Action Steps	Resources	Lead Person	Evaluation
Empower AAV parents with insights and strategies to actively engage in their children's academic journey and emotional well-being, fostering a collaborative partnership between home and school that positively influences student success. This includes specific information about open enrollment, FAFSA, career technical education (CTE) academies and pathways, and ways to prepare for college and career.	Hold several parent university workshops throughout the year.	District speakers, including Duane Robertson, CTE coordinator.	School counselors Dr. Bryant, Mr. Myles, and Mrs. Ramirez	School climate survey results

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

Academies of the Antelope Valley Student Conduct Code
Academies of the Antelope Valley is proud of its reputation for a safe, clean, and orderly environment. Teachers and staff work hard to develop strong relationships with students and their families, leading to trust. At the same time, we realize that even the best students make mistakes, so we provide accountability that teaches students to become resilient, capable young leaders. We do not just teach students to avoid doing wrong, but to pursue respectfulness, kindness, service, and love.

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

Conduct that disrupts the orderly classroom or school environment

Willful defiance of staff's authority

Damage to or theft of property belonging to students, staff, or the district

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Obscene acts or use of profane, vulgar, or abusive language

Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

Use of a cell phone or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

Plagiarism or dishonesty on school work or tests

Inappropriate attire

Tardiness or unexcused absence from school

Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Conduct Code Procedures
Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary strategies may include, but are not limited to:

Discussion or conference between school staff and the student and his/her parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Snack time or lunch time restriction as provided in the section below entitled "Snack Time or Lunch Time Restriction"

Detention during and after school hours as provided in the section below entitled "Detention After School"

Community Service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(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 to state: “This is [Virtual Academy/SOAR Prep/Knight Prep]. 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 (e.g. 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 sheriff's deputy 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 Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.
Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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

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

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

Opioid Prevention and Life-Saving Response Procedures

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. Administer NARCAN as quickly as possible. NARCAN is located in the box on the wall in the health office. Do not wait for emergency workers to arrive before administering it.
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.

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

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

Academy of the Antelope Valley's comprehensive school safety plan will be reviewed, evaluated, and amended annually by the Superintendent/principal and AAV's safety committee, with final review by the Board of Trustees.

Safety Plan Appendices

Emergency Contact Numbers

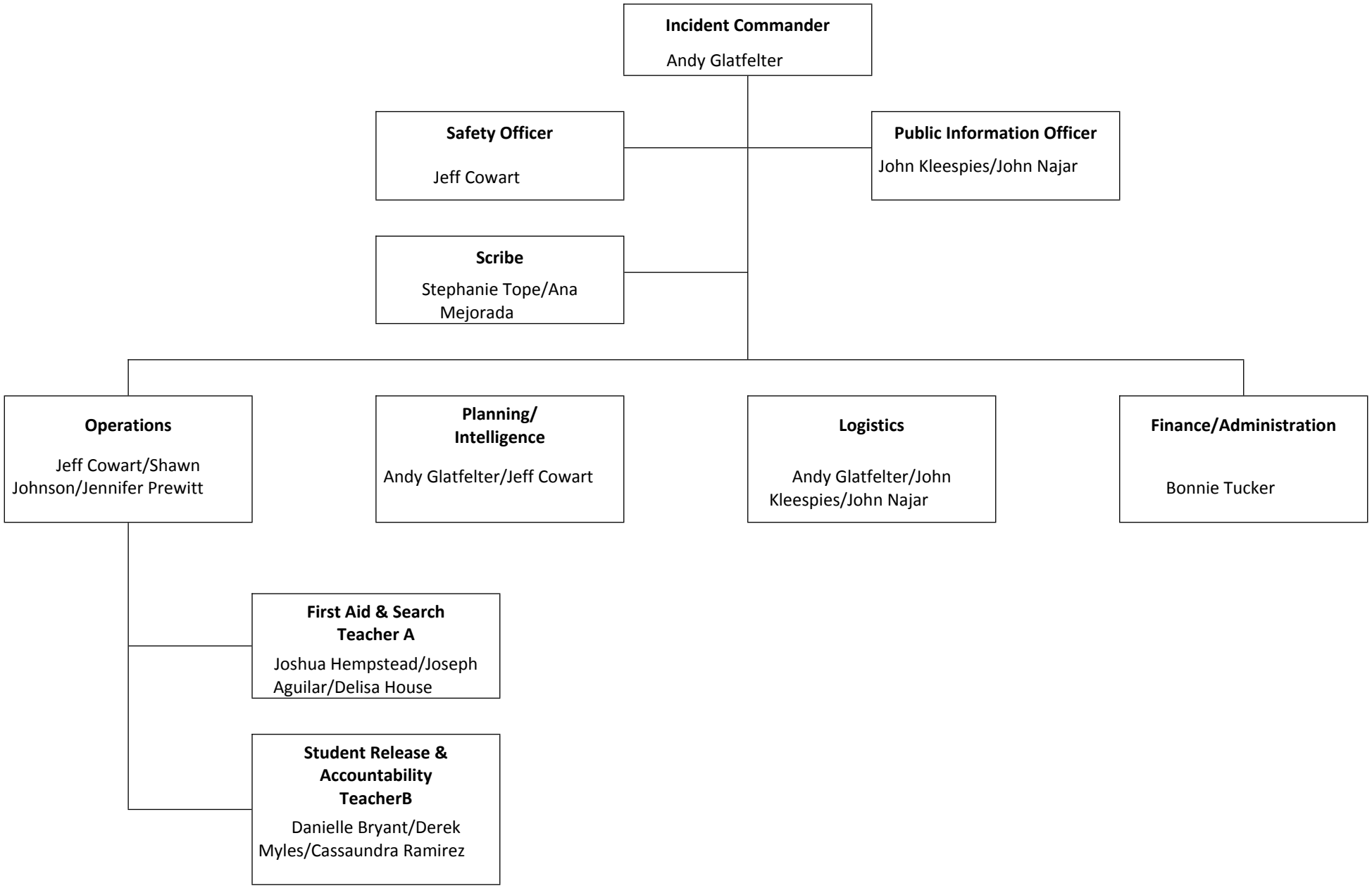
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Lancaster Sheriff's Station	661-948-8466	
Law Enforcement/Fire/Paramedic	Fire Station #84, Quartz Hill	661-943-3211	
School District	AVUHSD	661-948-7655	Superintendent x2601
School District	AVUHSD	661-948-7655	Human Resources x2212
School District	AVUHSD	661-948-7655	Student Services x2412
School District	AVUHSD	661-948-7655	Business x2303
School District	AVUHSD	661-948-7655	Educational Services x2504

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)
Law Enforcement Review	February 2024	
School Site Safety Committee Review	February 2024	
School Board Review	March 2024	
Post on SARC	March 2024	
Post on School Website	March 2024	

Academies of the Antelope Valley 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:
This plan is based upon the concept that the incident management functions that must be performed by the office and school site staff generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

The Incident Commander will be delegated the authority to direct all incident activities until command is passed to appropriate local law enforcement or fire service personnel. In most cases, the Incident Commander will be the Principal. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the District Superintendent or other designated officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander or local law enforcement or fire service personnel.

Support personnel and teachers are usually first on the scene of an incident. Staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

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 reqardinq contacting Child Protective Services.

Biological or Chemical Release

Responding to a biological or chemical release at a school requires a swift and coordinated effort to ensure the safety of students, staff, and the surrounding community. While specific procedures may vary based on local regulations and resources, here is a general outline:

1. Immediate Response:
    - Activate emergency services: Immediately contact local emergency services (911) and provide information about the biological or chemical release.
    - Initiate evacuation if necessary: If the release poses an immediate threat, follow established evacuation procedures to move students, staff, and visitors to a safe location.
    - Contact district office staff.
    - Virtual Academy and SOAR Prep: contact QHHS. Knight Prep: Contact KHS.
2. Secure the Area:
    - Isolate affected areas: Establish a perimeter around the site of the release to prevent further exposure.
    - Close ventilation systems: Shut down heating, ventilation, and air conditioning (HVAC) systems to prevent the spread of airborne contaminants.
3. Communication:
    - Alert staff and students: Use the school's emergency communication system to notify all staff, students, and visitors about the situation.
    - Provide clear instructions: Disseminate clear and concise instructions on evacuation routes, assembly points, and any protective measures that should be taken.
4. 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 or staff members.
5. Emergency Services Collaboration:
    - Collaborate with emergency responders: Work closely with local emergency services, hazardous materials (hazmat) teams, and other relevant authorities.
    - Follow professional guidance: Comply with the recommendations and instructions provided by emergency responders and hazmat teams.
6. Provide First Aid and Medical Assistance:
    - Establish a medical triage area: Designate an area for providing first aid and medical assistance to individuals who may have been exposed.
    - Coordinate with local healthcare providers: Collaborate with local medical facilities to ensure timely and appropriate medical care for affected individuals.
7. Decontamination Procedures:
    - Establish decontamination stations: Set up decontamination stations for individuals exposed to the biological or chemical release.
    - Follow decontamination protocols: Adhere to established decontamination procedures to minimize the risk of further exposure.
8. Shelter-in-Place Procedures:
    - Implement shelter-in-place if advised: If evacuation is not recommended, follow established shelter-in-place procedures to minimize exposure.
    - Close windows and doors: Seal off areas to prevent the entry of contaminants.
9. Communication with Parents:
    - Inform parents: Use the school's communication channels to update parents on the situation and provide instructions on where and how to reunite with their children.
10. 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.

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
- Make an educated guess as to the caller s sex, age, race, and accent
- Identify any background noises
- Contact school resource officer
- Contact district office staff for additional support
- 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/VP

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.

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 school secretary. Wait for campus security to arrive. If there is fighting, instruct those involved to stop. 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 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

DURING THE QUAKE:

At first sign of shaking, 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 windows as possible. Drop to your knees with your back to the windows 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.

- DROP under a piece of furniture or against an inside wall.
- 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.

If outdoors, staff should direct students away from buildings, trees, poles and wires. Give the DROP command. 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. Evacuate students to the designated areas we practice on a quarterly basis: SOAR Prep/Virtual Academy: west field area (backup location: QHHS stadium field); Knight Prep: soccer field (backup location: KHS field).

All students and staff will be evacuated in an orderly manner using pre-planned evacuation routes. All teachers take roll and note missing students or staff. Students should remain outdoors, in the evacuation area, until buildings are declared safe. Be prepared to operate without first responder assistance for an extended 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.

Report injuries to the incident command post.

If rooms cannot be reoccupied and school will be canceled for the day, the office staff will follow the procedures to release students to parents. The paper copies of the student release forms will be brought to the reunification site in case PowerSchool cannot be accessed.

Explosion or Risk Of Explosion

Responding to an explosion or the risk of an explosion requires immediate and organized action to ensure the safety of students, staff, and the surrounding community. While specific procedures may vary, here is a general outline that AAV might follow:

1. Immediate Response:
    - Activate emergency services: Immediately contact local emergency services (911) to report the explosion or the risk of an explosion and provide specific details about the location and nature of the incident.
    - Contact district safety staff
    - Virtual Academy/SOAR Prep: Contact QHHS; Knight Prep: Contact KHS
2. Communication:
    - Notify staff: Use the school's communication system to alert all staff members about the nature of the explosion or the risk of an explosion.
    - Communicate with emergency services: Establish communication with emergency services and provide ongoing updates on the situation.
3. 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.
4. Evacuation and Shelter-in-Place:
    - Evaluate the situation: Determine whether an immediate evacuation or shelter-in-place is the most appropriate response based on the nature of the explosion or the risk of explosion.
    - Evacuation procedures: If necessary, implement evacuation procedures to move students and staff away from the immediate danger.
    - Virtual Academy/SOAR Prep: Evacuate to Junipero Serra Parish. Knight Prep: Evacuate to KHS.
    - Shelter-in-place procedures: If evacuation is not advisable, follow established shelter-in-place procedures to minimize exposure to potential hazards.

5. Emergency Services Collaboration:
    - Work with emergency responders: Collaborate with local emergency services, fire departments, sheriff's department, and other relevant authorities.
    - Follow professional guidance: Comply with the recommendations and instructions provided by emergency responders, including evacuation routes and safe areas.
6. Student and Staff Safety:
    - Provide first aid: administer first aid to individuals with injuries, and coordinate with emergency medical services for further assistance.
    - In the medical triage area: provide first aid and medical assistance to individuals affected by the explosion.
7. Parent Communication:
    - Notify parents: Use the school's communication channels to inform parents about the explosion or the risk of an explosion 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.
8. Media Relations:
    - Public information office (principal) will communicate with the media and provide accurate information, in coordination with district safety staff and the communications department
    - Follow media protocol: Adhere to established communication protocols and release information responsibly.
9. Investigation and Documentation:
    - Document the incident: Compile detailed documentation of the incident, including witness statements, photographs, and any other relevant information.
10. 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 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 that AAV might follow:

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 or 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 9-911 and be prepared to give:
- School name and address
- Location of fire (room or building)
- Description of fire/explosion

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. Close doors and windows as you leave, if possible. 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/VP or emergency services.

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. 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 the fire department. 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.

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.

Anticipate being transported to alternative location.

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 at QHHS (Virtual Academy/SOAR Prep) or KHS (Knight Prep) 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 at QHHS (Virtual Academy/SOAR Prep) or KHS (Knight Prep).
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 school secretary. Identify your exact location. Remain calm and respond to the situation.

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. Administer NARCAN as quickly as possible. NARCAN is located in the box on the wall in the health office. Do not wait for emergency workers to arrive before administering it.
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.

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

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.

- 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.

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.

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

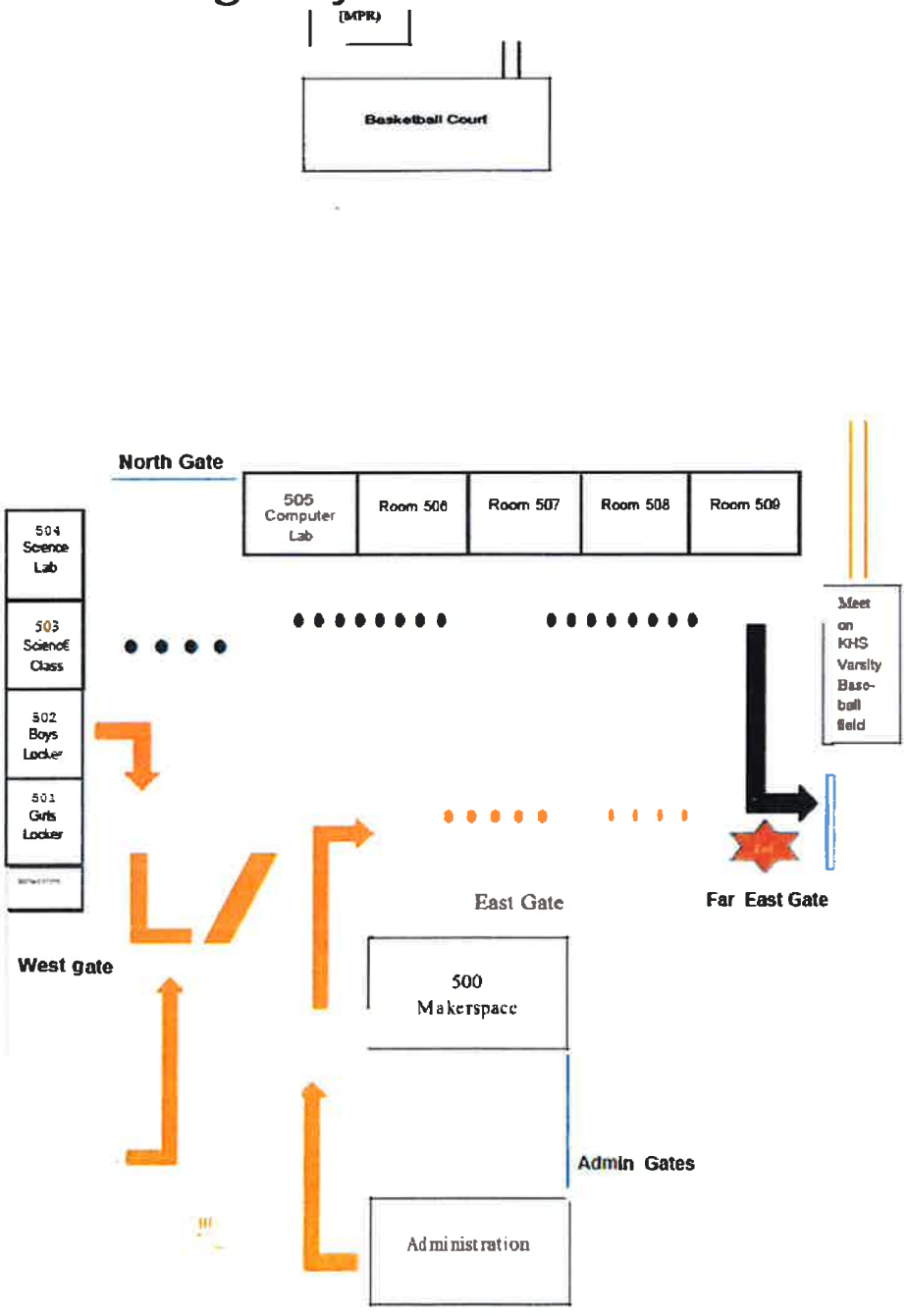
Responding to an unlawful demonstration or walkout requires a careful and measured approach to maintain the safety and well-being of students, staff, and the overall school community. Here is a general outline of procedures:

1. Immediate Assessment:
    - Identify the nature and scale: Quickly assess the nature and scale of the demonstration or walkout to determine potential risks and safety concerns.
2. Communication:
    - Notify staff and students: Use the school's communication system to inform all staff and students about the unlawful demonstration or walkout and provide clear instructions.
    - Establish a communication point: Designate a central communication point to disseminate accurate information and updates.
3. Monitoring and Documentation:
    - Monitor the situation: Keep track of the participants, their activities, and any potential escalation.
    - Document incidents: Record any incidents, behaviors, or actions that may be relevant for later analysis or reporting.
4. Law Enforcement Coordination:
    - Contact local law enforcement: Communicate with local law enforcement to inform them of the situation and request assistance if needed.
    - Collaborate with law enforcement: Work closely with law enforcement to ensure a coordinated and lawful response to the demonstration or walkout.
5. Safety Measures:
    - Ensure safety of students and staff: Implement measures to ensure the safety of students and staff within the school premises.
    - Secure entrances and exits: Monitor and control access points to prevent unauthorized individuals from entering the school.

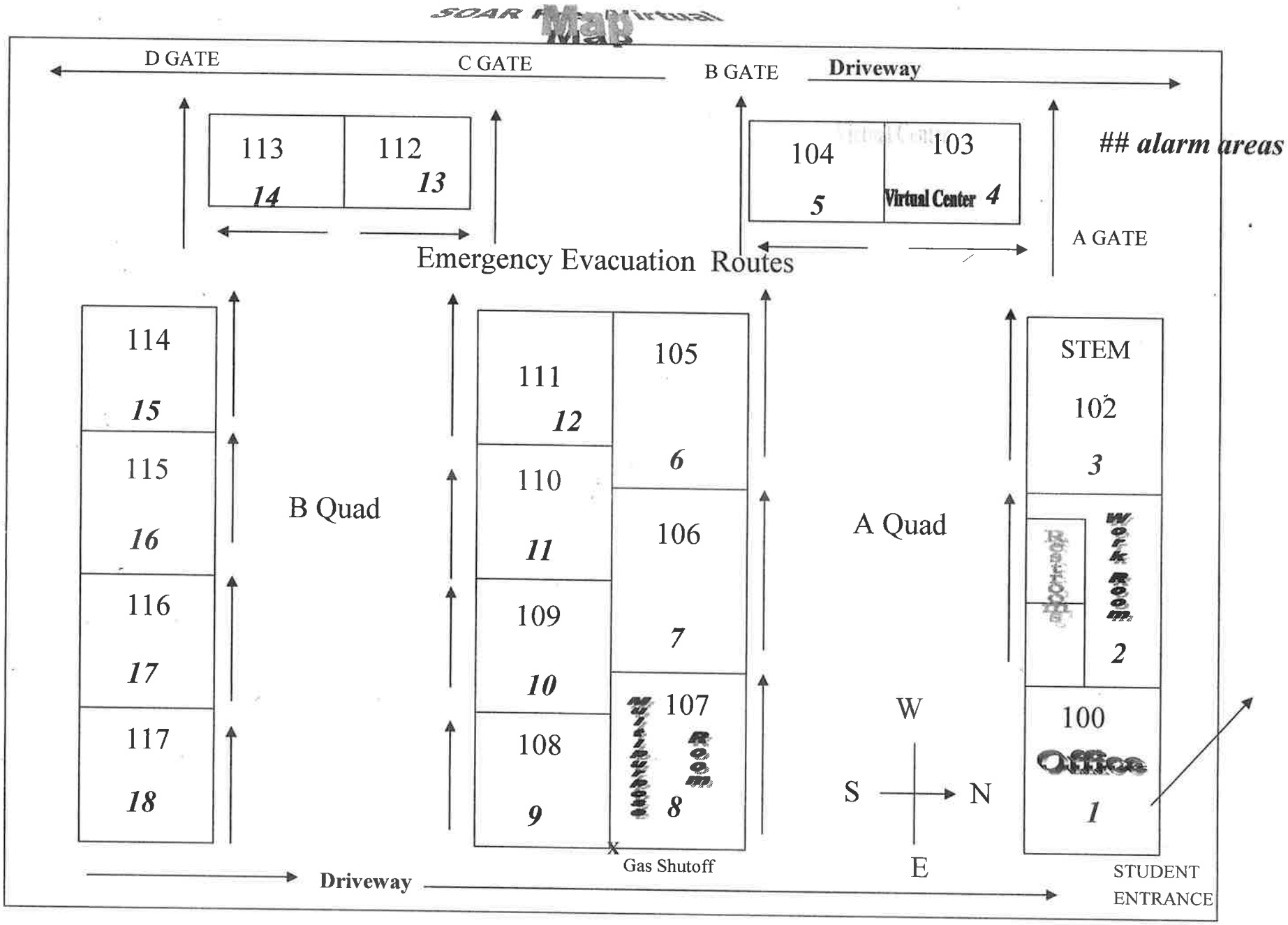
6. Legal Guidance:
    - Call student services: Consult with district staff to understand the legal implications and appropriate responses to the unlawful demonstration.
7. Dialogue and Resolution:
    - In coordination with district staff, open lines of communication: Establish channels for dialogue with the organizers or participants to understand their concerns.
    - Seek resolution: Work towards a peaceful resolution, addressing any legitimate concerns through proper channels while upholding the rules and regulations of the school.
8. Parent Communication:
    - Notify parents: Use the school's communication channels to inform parents about the unlawful demonstration or walkout, and set clear expectations.
    - Address concerns: Provide information to address concerns parents may have regarding their children's safety and well-being.
9. 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.
10. Disciplinary Action:
    - Enforce disciplinary measures: Implement appropriate disciplinary actions in accordance with school policies for those involved in the unlawful demonstration or walkout.
    - Document actions taken: Keep thorough records of any disciplinary actions, ensuring transparency and consistency.
11. Review and Evaluation:
    - Conduct a debriefing: After the incident, conduct a debriefing session with key stakeholders, including school administrators, staff, and law enforcement.
    - Evaluate response procedures: Assess the effectiveness of the response procedures and identify areas for improvement in handling future incidents.

Emergency Evacuation Map

Emergency Evacuation Route



SOAR Prep/Virtual



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