

Comprehensive School Safety Plan

**2025-26
School Year**

School: High Desert School
CDS Code: 19753096107494
District: Acton-Agua Dulce Unified School District
Address: 3620 Antelope Woods Road
Acton, CA 93510
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- with Law Enforcement
- with Fire Authority

Approved by:

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

<https://www.aadusd.k12.ca.us/>

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

Safety Plan Vision

The Acton Agua Dulce Unified School District (AADUSD) strives to ensure, students, staff, families, and community members work together to create a safe, nurturing environment where children develop confidence, self-discipline, and essential skills for lifelong success. Our students embody the core values of Teamwork, Integrity, Gratitude, Excellence, and Respect while growing as responsible citizens.

High Desert School is committed to fostering a safe, inclusive, and supportive learning environment where every student feels physically, emotionally, and socially secure. We believe that school safety is a shared responsibility and is foundational to academic success and personal growth.

Through proactive prevention, strong relationships, restorative practices, and coordinated emergency preparedness, High Desert School strives to:

- Maintain a campus culture of respect, responsibility, and care

- Support the whole child through social-emotional learning and mental health awareness
- Prepare students and staff to respond calmly and effectively to emergencies
- Partner with families, community agencies, and first responders to ensure campus safety

Components of the Comprehensive School Safety Plan (EC 32281)

High Desert School Safety Committee

Michelle Van Ornum, Principal
Chloe Cupp, Teacher
Heather Goodstein, Teacher
Gina Botton, Teacher
Heather Campbell, School Secretary
Leticia Mahoney, Parent
Teresa-Ann Stanley, Parent
Shandra Padmos, Parent
Myla Adeleye, Student
Myah Saba-Freudiger, Student

Assessment of School Safety

The safety of the Acton-Agua Dulce Unified School District is evaluated by staff members, district employees, members of the Site Council, community members, students, and our law enforcement partners. Data is evaluated by staff members, with a focus on areas such as office referrals, attendance reviews, suspension/expulsion rates, and property damage/vandalism data. The findings for these sources are shared with stakeholders at Site Council meetings, Safety Committee meetings, and staff meetings.

Current Status of School Crime: This section presents data that will be analyzed to assess the current status of school crime committed in the Acton-Agua Dulce USD:

Total Number of Suspensions During the Previous School Year: Zero at Meadowlark Elementary School, 7 at High Desert School, and 8 at Vasquez High School.

Total Number of Expulsions During the Previous School Year: One, Total Number of Vandalism Incidents During the Previous School Year: Zero at all schools.

Parents and visitors must check in with the school office, sign in using the visitor management system, and collect a badge to access the campus. Certificated and classified staff members provide supervision of students throughout the school day—staff and county/district- provide crossing guards to monitor students at arrival and dismissal times. Emergency drills for both natural and human-caused emergencies are conducted regularly, as defined later in this Plan. Custodial staff conduct monthly safety inspections and submit work orders as needed. Employees are required to participate in annual safety training using the Keenan SafeSchools platform. Additional training is conducted throughout the school year, dependent upon position classifications.

Following is a physical description of the school site, including references to the street location of campus, any busy streets, public areas surrounding the site (parks, pathways, etc.), local businesses, or other infrastructure that may be pertinent.

Acton-Agua Dulce USD is a small, tight-knit community tucked into the rural community of Acton, CA. Facility inspections show our schools in good repair, including their structural systems, fire safety measures, and outdoor areas. Surrounding our campuses are primarily open, rural land typical of the Acton area — rolling hills, small residential neighborhoods, and open spaces reflective of the community's western rural character.

AADUSD serves students Tk-12. Safety is a priority: in addition to locked doors, the schools have safety glass, sprinkler systems, fire doors, and central communication systems. Staff are trained in emergency protocols, and there is a backup for communication systems in the event of power outages.

The district office and LOLC off-site reunification location is Acton Park, located on Crown Valley. High Desert School's reunification location is the lower field or off-site at the adjacent vacant lot. Vasquez High School's reunification location is the baseball field or off-site in the upper parking lot.

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

Safe schools are orderly and purposeful environments where students and staff are free to learn and teach without the threat of physical or psychological harm. Acton-Agua Dulce Unified School District (AADUSD) promotes educationally and psychologically healthy environments for all students. AADUSD recognizes that there are comprehensive and interrelated factors directly connected to a safe school environment, including the school facility, school programs, staff, parents, and the broader community. AADUSD further recognizes that effective school safety practices make significant contributions to academic achievement and overall school improvement efforts.

While ensuring student safety requires a community-wide effort, schools play a critical role in maintaining safe learning environments. AADUSD's efforts, outlined below, broaden safety planning and incorporate a wide range of strategies and programs within the Comprehensive School Safety Plan.

SCHOOL SAFETY STRATEGY #1

Positive student interpersonal relationships are fostered by teaching social-personal skills, encouraging students to feel comfortable seeking help for themselves or others when needed, and teaching alternative, socially appropriate responses to conflict or violence. These strategies include, but are not limited to, problem-solving skills and anger management techniques. When appropriate, staff members refer students and families to recognized community agencies and counseling or mental health resources. Schools use a variety of methods to communicate with students, parents, and the broader community to reinforce that all students are valued and respected and to promote meaningful parent and community involvement.

Parent/Guardian Involvement

Staff members in effective and safe schools make ongoing efforts to involve parents and guardians by informing them of discipline policies, procedures, and rules, as well as their student's behavior, both positive and concerning. Parents and guardians are involved in decisions related to school-wide disciplinary policies and procedures and are encouraged to participate in prevention programs, intervention programs, and crisis planning efforts.

AADUSD Schools:

- Effectively utilize the School Site Council
- Notify parents of, and encourage participation in, parenting programs
- Maintain established school visitation procedures
- Use the School Accountability Report Card as a communication tool for parents
- Provide multiple opportunities for parent updates and parent-teacher conferences

Each classroom is arranged to help prevent aggressive behavior. High-traffic areas are kept free of congestion, and students remain in full view of the teacher to allow for effective supervision. Teaching materials and student supplies are readily accessible to minimize waiting time, and seating arrangements allow students to clearly view instructional presentations while reducing opportunities for off-task behavior.

Community Connections

The Los Angeles County Office of Education advocates for the use of community resources to support the development of positive student behavior and the reduction of antisocial behavior. When working with students and families experiencing specific challenges, AADUSD staff provide information regarding available community resources.

As appropriate, students are informed about agencies that offer qualified professional assistance related to substance abuse, physical or emotional concerns, or other personal challenges.

Preventing and Intervening: Student Aggressive Behavior

Creating a safe school environment requires the implementation of multiple preventive measures that address students' mental and emotional needs. Schools can reduce the risk of violence by teaching students appropriate strategies for managing emotions, expressing anger in constructive ways, and resolving conflicts effectively. AADUSD staff have received training in trauma-informed care and de-escalation strategies.

AADUSD also recognizes the importance of prompt and effective responses when students experience traumatic incidents. Early identification and intervention practices are implemented to identify students who may be at risk for violence so that appropriate support can be provided before behavior escalates into violent or disruptive actions.

SCHOOL SAFETY STRATEGY #2

Procedures, programs, and strategies are implemented to eliminate bias or unfair treatment of students by staff or peers based on ethnicity, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. Schools provide students with safe ways to report troubling behaviors and ensure protection from retaliation after reporting concerns that may lead to dangerous situations, including potential school violence.

Nondiscrimination and Fair Treatment of Students

A significant source of conflict in schools can be the perceived or actual bias or unfair treatment of students. Effective schools communicate the belief that all students can achieve academically and behave appropriately while also valuing and respecting individual differences. These schools clearly convey to students and the broader community that all individuals are valued and respected.

To support the successful education of all students and prepare them to become productive citizens and lifelong learners in a diverse society, all individuals—including students, parents, staff, and community members:

- Shall be treated with dignity, respect, and fairness
- Shall encourage and maintain high expectations
- Shall model appreciation for socio-economic, cultural, ethnic, gender, and religious diversity
- Shall contribute to an environment of mutual respect, caring, and cooperation

Discipline Policy and Code

Effective and safe schools develop and consistently enforce school-wide rules that are clear, broad-based, and fair. School safety is strengthened through a comprehensive disciplinary policy that outlines conduct expectations, rules, and consequences while allowing flexibility to address individual student needs on a case-by-case basis. Discipline consequences are commensurate with the offense, documented, applied in a nondiscriminatory manner, and respectful of cultural diversity. Direct instruction in social problem-solving and decision-making skills is a standard component of effective drug and violence prevention programs. These strategies are informed by ongoing assessments of school climate, student behavior data, and identified safety needs at the school and district level.

AADUSD implements both classroom-level and school-wide discipline codes that clearly communicate behavioral expectations and consequences. Staff have developed plans to promote positive behavior and maintain safe learning environments within classrooms.

SCHOOL SAFETY STRATEGY #3

AADUSD administrators, teachers, families, students, support staff, and community members recognize and appropriately respond to early warning signs related to violence, substance abuse, and other at-risk behaviors.

Disaster Planning

AADUSD staff enhance school safety by identifying and addressing serious behavioral and academic concerns. Situations involving weapons (on campus or in the community), bomb threats, explosives, fights, natural disasters, accidents, or suicides require immediate, planned responses and long-term post-crisis intervention. Proactive planning for such events reduces confusion and trauma during emergencies.

Schools benefit from AADUSD's Earthquake Disaster Crisis Response Plan (EDCR), which outlines procedures for responding to crises. The EDCR Plan addresses risk factors, response and contingency plans, rapid response protocols, parent communication, debriefing procedures, suicide and threat response, violence and aggression response, and training and drills designed to increase awareness of warning signs.

Gang Affiliation

Gang affiliation and gang-related activity are not tolerated at any AADUSD school. Staff work closely with local law enforcement and gang units to address gang-related issues. Information from the school and community is communicated to parents or guardians when a student begins to show signs of gang affiliation. Appropriate prevention, intervention strategies, and support programs are offered to students and families.

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

Procedures for child and dependent adult abuse prevention and reporting are defined in Acton-Agua Dulce Unified School District (AADUSD) Superintendent's Policy 4141.4 and Administrative Regulation 4141.4. The AADUSD Superintendent is committed to supporting the safety and well-being of students and to facilitating the prevention of, and response to, child abuse and neglect. The Superintendent or designee shall develop and implement regulations and strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to appropriate community resources as needed.

Child Abuse Prevention and Reporting

The Superintendent recognizes that child abuse has severe consequences and that AADUSD has a responsibility to protect students by facilitating the prompt reporting of known or suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the prevention, identification, and reporting of known or suspected child abuse and neglect in accordance with applicable law to the extent feasible and appropriate. Employees who are mandated reporters, as defined in the Penal Code, are legally obligated to report all known or suspected incidents of abuse and neglect. Adult Protective Services must be notified of suspected abuse involving students with disabilities who are dependent adults between the ages of 18 and 22.

Child abuse or neglect includes, but is not limited to:

- (a) Physical injury or death inflicted by other than accidental means by another person
- (b) Sexual abuse, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- (c) Neglect
- (d) Willful harming or injuring of a child or endangering the person or health of a child
- (e) Unlawful corporal punishment or injury

Guidance for identifying child and dependent adult abuse and neglect is provided in Penal Code 11165.1.

Mandated reporters include, but are not limited to: teachers; instructional aides; teacher aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches; administrators; directors; administrators and employees of licensed child day care facilities; licensed nurses or health care providers; and administrators, presenters, and counselors of child abuse prevention programs. Before beginning employment, all mandated reporters shall sign a document acknowledging their obligation to report. Mandated reporters receive annual training during the first six weeks of the school year. AADUSD will support and defend all mandated reporters who file child or dependent adult abuse reports within the course and scope of their employment.

The reporting duties of mandated reporters are individual and may not be delegated to another person. When two or more mandated reporters have knowledge of the same incident of abuse, a report may be made by one member of the team as mutually agreed upon. No supervisor or administrator shall impede a mandated reporter from making a report. Individuals who are not mandated reporters may also make a report.

Reporting Procedures for Students Under the Age of 18

1. 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 or 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)

Los Angeles County Department of Children and Family Services
28490 Avenue Stanford
Santa Clarita, CA 91350
800-540-4000

2. Written Report

Within 36 hours of knowing or observing information concerning the incident, the mandated reporter shall prepare and submit a written follow-up report to the appropriate agency. This report shall include a completed Department of Justice form SS 8572. (Penal Code 11166, 11168)

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

- The name, business address, telephone number, and professional capacity of the person making the report
- The child's name and address, present location, and, if applicable, school, grade, and class
- The names, addresses, and telephone numbers of the child's parents or guardians
- The information giving rise to reasonable suspicion of abuse or neglect, and the source of that information
- The name, address, telephone number, and other relevant personal information regarding the person who may have abused or neglected the child

A report shall be made even if some information is unknown or uncertain. Information relevant to the incident may also be provided to an investigator from an agency conducting the investigation. (Penal Code 11167)

3. Victim Interviews by Social Services

When a representative of the Department of Social Services investigating suspected child abuse or neglect determines it is necessary, a suspected victim may be interviewed during school hours on school premises regarding alleged abuse occurring in the child's home or out-of-home care facility. The child may choose to be interviewed privately or in the presence of an adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by the child may decline to be present. If the selected individual agrees to be present, the principal or designee at High Desert School shall inform the individual of the following requirements (Penal Code 11174.3):

- The purpose of the individual's presence is to provide support and help the child feel comfortable
- The individual shall not participate in the interview
- The individual shall not discuss the facts or circumstances of the case with the child
- The individual is subject to confidentiality requirements under the Child Abuse and Neglect Reporting Act, violations of which are punishable under Penal Code 11167.5

If a staff member agrees to be present, the interview shall occur during school hours and shall not result in any expense to the school.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or the school principal shall not notify the parent or guardian. Instead, the school shall provide the peace officer with the address and telephone number of the child's parent or guardian. Notification of the parent or guardian is the responsibility of the peace officer or authorized agent. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents or guardians with a copy of this administrative regulation, which includes procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents or guardians whose primary language is not English, these procedures shall be provided in their primary language, and interpretation services shall be made available for oral communication.

Parents or guardians wishing to file a complaint against a district employee or another individual suspected of child abuse or neglect at a school site may do so by telephone, in person, or in writing with any appropriate agency identified under "Reporting Procedures." If a parent or guardian makes a complaint to a district employee who is not the appropriate reporting agency, that

employee shall inform the parent or guardian of the proper reporting procedures. The employee receiving the information is also required, pursuant to Penal Code 11166, to file a mandated report. Additionally, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications

The Superintendent or designee shall provide all new employees who are mandated reporters with a written statement informing them of their mandated reporter status, reporting obligations under Penal Code 11166, and confidentiality rights under Penal Code 11167. New employees shall also be provided copies of Penal Code sections 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign a statement acknowledging their understanding of and compliance with mandated reporting obligations under Penal Code 11166. The Superintendent or designee shall retain these signed statements. (Penal Code 11166.5) Employees who work with dependent adults shall also be informed of their legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630–15637.

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

Disaster Plan (See Appendix C-F)

Disaster Planning

The staff of Acton-Agua Dulce Unified School District (AADUSD) shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Incidents involving weapons (on campus or in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides require immediate, planned responses as well as long-term, post-crisis intervention. Planning for such contingencies reduces confusion, chaos, and trauma.

School principals respond to emergencies as defined in the sections below. In all instances, principals and school leaders respond based on the level of the emergency and the nature of the event, with the safety of students and staff as the highest priority. Principals institute Incident Command System (ICS) structures at the site level and follow guidance provided by the AADUSD District-Level Incident Command Center. Clear and timely communication is essential, and school staff defer to first responders when emergency personnel are present.

EMERGENCY PROCEDURES

INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine which initial response actions are required. Determining the appropriate response is a three-step process:

- Identify the type of emergency
- Identify the level of emergency
- Determine the immediate response action(s) required

Each of these steps is described below.

IDENTIFY TYPE OF EMERGENCY

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the following types of emergencies are outlined below:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Disorderly Conduct
- Earthquake

- Explosion or Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration or Walkout

IDENTIFY LEVEL OF EMERGENCY

The second step in responding to an emergency is determining the level of the emergency. Emergency situations may range from minor incidents to large-scale disasters. To assist schools in classifying emergency situations, a three-tiered system is used:

Level 1 Emergency

- A minor emergency that can be handled by school personnel without assistance from outside agencies (e.g., a temporary power outage, minor earthquake, or minor injury on the playground). Guidelines for managing a Level 1 emergency are described in the Crisis Response Checklist.

Level 2 Emergency

- A moderate emergency requiring assistance from outside agencies, such as a fire, moderate earthquake, or a suspected act of terrorism involving the release of a potentially hazardous material (e.g., “unknown white powder”).

Level 3 Emergency

- A major emergency requiring assistance from outside agencies, such as a major earthquake, civil disturbance, or large-scale act of terrorism. In Level 3 emergencies, response times from outside agencies may be significantly delayed.

DETERMINE IMMEDIATE RESPONSE ACTIONS

Once the type and level of an emergency have been identified, school personnel determine whether an immediate response action is required. The most common immediate response actions used during school emergencies include:

- Duck and Cover
- Shelter-in-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

Procedures for each response are outlined below.

IMMEDIATE RESPONSE ACTIONS DUCK AND COVER

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

1. The Principal will make the following announcement over the public-address system. If the PA system is unavailable, alternate communication methods (such as messengers) will be used. The Principal should remain calm, provide reassurance, and issue clear directions:

“SOME SEISMIC ACTIVITY HAS BEEN DETECTED. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES. MOVE INTO A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND CAUSE INJURY. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR FURTHER INSTRUCTIONS ARE GIVEN.”

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

3. If outdoors, teachers instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students move away from windows and unsecured objects.

SHELTER-IN-PLACE

This action is taken to keep students and staff indoors to protect them from airborne contaminants outside the building. Shelter-in-Place includes shutting down HVAC systems and isolating indoor air. No one should be exposed to outside air during this procedure.

Shelter-in-Place differs from Lock Down in that HVAC systems are shut down and limited movement within interior buildings may be permitted. Students in bungalows or buildings with exterior walkways remain inside their classrooms. Specific actions are determined by the situation.

Description of Action

1. The Principal will announce the following over the PA system or through alternate communication methods:

“YOUR ATTENTION PLEASE. DUE TO A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE TO REMAIN INSIDE WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING SYSTEMS TURNED OFF. ANYONE CURRENTLY OUTSIDE MUST MOVE IMMEDIATELY TO THE NEAREST INDOOR LOCATION. FURTHER INFORMATION WILL BE SHARED AS IT BECOMES AVAILABLE.”

2. Students outside proceed to classrooms if safe; otherwise, staff direct them to the nearest indoor location.

3. Teachers secure classrooms. The Security/Utilities Team assists by:

- Shutting down HVAC systems
- Turning off local fans
- Closing and locking doors and windows
- Sealing gaps with wet towels or duct tape
- Sealing vents with foil or plastic wrap if available
- Turning off ignition sources such as pilot lights

LOCK DOWN

This action is implemented when a threat of violence or gunfire is identified or directed by law enforcement. Lockdown prevents unauthorized access to occupied areas. Students remain in classrooms or designated secure locations at all times.

Description of Action

1. The Principal will announce:

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND ARE IMPLEMENTING LOCKDOWN PROCEDURES. TEACHERS MUST LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE UNTIL FURTHER NOTICE. DO NOT OPEN DOORS UNTIL INSTRUCTED BY ADMINISTRATION OR LAW ENFORCEMENT. ANYONE OUTSIDE MUST ENTER THE NEAREST SAFE BUILDING.”

2. Teachers instruct students to lie on the floor, lock doors, and close blinds if safe to do so.
3. Students outside move to the nearest secure location if classrooms are inaccessible.
4. All occupants remain secured until directed by the Principal or law enforcement.
5. The front entrance is locked. Only authorized emergency personnel are permitted on campus.

EVACUATE BUILDING

This action is taken when it is unsafe to remain in a building.

Description of Action

1. The Principal announces evacuation instructions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The principal will initiate a fire alarm.
3. Teachers lead students along designated evacuation routes to assigned assembly areas.
4. Teachers bring student rosters and take attendance once assembled.
5. Classes remain assembled until further instructions are given.

OFF-SITE EVACUATION

This action is taken when it is unsafe to remain on campus.

Description of Action

1. The principal will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal determines the safest evacuation method (walking or transportation).
3. Teachers take rosters and account for students at the off-site location.
4. Students and staff remain at the off-site location until further direction.
5. Upon clearance from appropriate agencies, the Principal may authorize return to campus.

ALL CLEAR

This action signals that the emergency has ended and normal operations may resume.

Description of Action

1. The Principal announces:

“YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOMS AND RESUME NORMAL OPERATIONS. THANK YOU FOR YOUR COOPERATION.”

2. This announcement signifies the emergency is over.
3. Teachers may engage students in discussions or activities to address fears or concerns, as appropriate.

Administrative Discretion

School administrators are responsible for the health and safety of students and staff during emergencies. While procedures outline standardized actions, administrators must exercise professional judgment and may modify procedures as necessary to ensure safety based on the specific circumstances of an emergency.

Adaptations for Students with Disabilities

Students with disabilities may require specialized assistance and instruction related to potential hazards, including falling debris, during emergency situations. Additional drills and practice opportunities may be necessary to ensure that procedures are understood and mastered. Each student’s individual needs should be assessed in relation to the possibility of a disaster and their level of preparedness.

Assisting Students with Disabilities During an Evacuation

The needs and preferences of non-ambulatory individuals vary. Individuals located on ground floors may be able to exit without assistance, while others may have limited mobility. In some cases, lifting may be unsafe or medically contraindicated. Some non-ambulatory individuals may also have respiratory complications; therefore, they should be removed from smoke, fumes, or vapors immediately.

Assisting Individuals with Visual Impairments

To alert and assist individuals who are visually impaired:

- Announce the type of emergency clearly
- Offer your arm to provide guidance
- Inform the individual of where you are going and describe any obstacles encountered
- Once a safe location is reached, ask if additional assistance is needed

Assisting Individuals with Hearing Limitations

To alert individuals with hearing limitations:

- Turn lights on and off to gain attention, or
- Use clear hand gestures to indicate directions, or
- Write a note with evacuation instructions

Assisting Individuals Using Crutches, Canes, or Walkers

To evacuate individuals using mobility aids:

- Treat these individuals as injured persons for evacuation purposes
- Assist and accompany them to the evacuation site whenever possible, or
- Use a sturdy chair, including a chair with wheels if available, to transport the individual, or
- Assist in carrying the individual to a safe location when appropriate and safe to do so

Assisting Individuals Using Wheelchairs

To evacuate individuals using wheelchairs:

- Give priority assistance to wheelchair users who rely on electrical respirators
- Recognize that most wheelchairs are too heavy to safely transport downstairs; consult with the individual to determine the safest evacuation method
- Reunite the individual with their wheelchair as soon as it is safe to do so

Public Agency Use of School Buildings for Emergency Shelters

Acton-Agua Dulce Unified School District (AADUSD), in collaboration with the Los Angeles County Emergency Operations Center and the Federal Emergency Management Agency (FEMA), will utilize all established protocols when school buildings, including High Desert School, are designated for use as emergency shelters. These protocols ensure coordinated response efforts, compliance with applicable laws and regulations, and the protection of students, staff, and community members during emergency situations.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board of Acton-Agua Dulce Unified School District (AADUSD) is committed to providing students with access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes learning and development. The Board establishes rules and regulations that define expected standards of student behavior and the disciplinary processes and procedures used to address violations of those standards, including suspension and expulsion.

The grounds for suspension and expulsion, as well as the procedures for considering, recommending, and implementing such actions, shall be limited to those specified in law, Board policy, and accompanying administrative regulations.

Except as otherwise permitted by law, a student may be suspended or expelled only when the conduct is related to a school activity or school attendance occurring within any district school or another school district, regardless of when the conduct occurs, including, but not limited to, the following (Education Code 48900(s)):

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

District staff, including those at High Desert School, shall enforce suspension and expulsion rules fairly, consistently, and equitably, in accordance with district nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's conduct violates Education Code 48900(a)–(e), as listed in Items #1–5 under “Grounds for Suspension and Expulsion: Grades K–12” in the accompanying administrative regulation, or when the student's presence poses a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

Parents or guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that may lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled solely due to truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure appropriate supervision and continued learning for students suspended under Education Code 48900 or 48900.2, who pose no imminent danger and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program that meets all legal requirements.

Except where permitted by law for a first offense, supervised suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

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

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

- Possession of a firearm that is not an imitation firearm, as verified by a certificated employee, unless the student had prior written permission from a certificated school employee with the principal's concurrence
- Selling or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053–11058
- Committing or attempting to commit sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing sexual battery as defined in Penal Code 243.4
- Possession of an explosive as defined in 18 USC 921

For all other violations identified in the accompanying administrative regulation, the Superintendent or principal has discretion to recommend expulsion. If expulsion is recommended, the Board shall order expulsion only if it determines one or both of the following (Education Code 48915(b), (e)):

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the student's presence poses a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Governing Board meeting. (Education Code 48918(j))

The Board may vote to suspend enforcement of an expulsion order in accordance with legal requirements and accompanying administrative regulations. (Education Code 48917)

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

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances as specified in Education Code 8489.1 and Administrative Regulation 5148.3 – Preschool/Early Childhood Education.

Due Process

The Board shall ensure fair and equitable treatment of students facing suspension or expulsion by providing all due-process protections required by law. The Superintendent or designee shall follow procedures for notice, hearings, and appeals as outlined in statute and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain suspension and expulsion outcome data in accordance with Education Code 48900.8 and 48916.1, including, but not limited to:

- The number of students recommended for expulsion
- The grounds for each recommendation
- Actions taken by the Board
- Referrals made following expulsion
- The disposition of students after the expulsion period

For expulsions involving firearm possession, data shall include the name of the school and the type of firearm involved, as required by 20 USC 7961. Suspension and expulsion data shall be reported annually to the Board and to the California Department of Education when required.

Data shall be disaggregated by school, including High Desert School, and by numerically significant student subgroups, including ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on this data, the Board shall address identified disparities and determine whether the district is meeting its goals for improving school climate as outlined in the Local Control and Accountability Plan (LCAP).

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

Whenever a student is identified as violent or dangerous pursuant to Education Code 49079, the appropriate teacher(s) shall be notified by High Desert School Site Administration. Teachers receiving this information are required to maintain confidentiality and shall not further disseminate the information.

If a teacher believes that the student is improperly placed or poses an immediate danger, the teacher's concerns, observations, and professional judgment shall be communicated immediately to Site Administration.

The Acton-Agua Dulce Unified School District Office shall ensure that appropriate actions are taken to identify, notify, and support necessary interventions related to students identified as violent or dangerous, in accordance with applicable laws and district procedures.

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

Regulation 5145.7: Sexual Harassment

Original Adopted Date: 08/29/2019

Last Reviewed Date: 08/29/2019

Status: Adopted

Sexual harassment is prohibited in all Acton-Agua Dulce Unified School District (AADUSD) programs and activities, including at High Desert School. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender in an educational setting when (Education Code 212.5; 5 CCR 4916):

- Submission to such conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
- Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
- The conduct has the purpose or effect of negatively impacting the student's academic performance or creating an intimidating, hostile, or offensive educational environment
- Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits, services, honors, programs, or activities available through any district program or activity

Prohibited Conduct

Conduct prohibited by the district that may constitute sexual harassment includes, but is not limited to:

- Unwelcome leering, sexual flirtations, or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body or overly personal conversations
- Sexual jokes, notes, stories, drawings, pictures, or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class
- Massaging, grabbing, fondling, stroking, or brushing another person's body
- Touching an individual's body or clothing in a sexual manner
- Purposefully cornering or blocking normal movement
- Displaying sexually suggestive objects

Notifications

A copy of the district's sexual harassment policy and administrative regulation shall:

- Be included in notifications sent to parents or guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
- Be posted in a prominent location in the main administrative building or other areas where district rules, regulations, procedures, and standards of conduct are displayed (Education Code 231.5)
- Be provided as part of orientation programs for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
- Appear in any school or district publication that outlines comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
- Be provided to employees and employee organizations

Investigation of Complaints at School (Site-Level Grievance Procedure)

The High Desert School Principal or designee shall promptly investigate all complaints of sexual harassment. The investigation shall include individual interviews with:

- The student who is making the complaint
- The individual accused of harassment
- Any witnesses to the alleged conduct
- Any individual identified as having relevant information

The student who filed the complaint shall have the opportunity to describe the incident, present witnesses and evidence, and submit the complaint in writing.

The principal or designee shall discuss the complaint only with the individuals listed above. When necessary to conduct a thorough investigation or for other valid reasons related to the situation, the principal or designee may also discuss the complaint with:

- The Superintendent or designee
- The parent or guardian of the student who filed the complaint
- If the alleged harasser is a student, the student's parent or guardian
- A teacher or staff member whose knowledge may assist in determining facts
- Child protective agencies responsible for investigating child abuse reports
- Legal counsel for the district

When both the student who complained and the alleged harasser agree, the principal or designee may facilitate informal resolution with the assistance of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be required to resolve the issue directly with the accused unless support is provided and both parties consent.

In reaching a decision, the principal or designee may consider:

- Statements made by individuals involved in the investigation
- The detail and consistency of each account
- Evidence of how the student who complained reacted to the incident
- Evidence of any prior harassment by the alleged harasser
- Evidence of previous harassment complaints that were found to be untrue

To assess the severity of the harassment, consideration may be given to:

- The impact of the misconduct on the student's education
- The type, frequency, and duration of the misconduct
- The number of individuals involved
- The age and gender of the alleged harasser
- The subject(s) of the harassment
- The location and context of the incident
- Other incidents at the school, including harassment not related to gender

The principal or designee shall prepare a written report detailing findings, conclusions, and the rationale for the decision and shall provide this report to both the student who filed the complaint and the individual accused.

The principal or designee shall also submit a written report to the Superintendent or designee. If sexual harassment is substantiated, the report shall describe actions taken to stop the harassment, address its effects on the affected student, and prevent retaliation or recurrence.

Within two weeks of receiving the complaint, the principal or designee shall determine whether the student who complained has experienced further harassment. This information shall be documented and ongoing follow-up shall be conducted as necessary.

Enforcement

The Superintendent or designee shall take appropriate actions to enforce and reinforce the district's sexual harassment policy. Such actions may include, but are not limited to:

- Removing vulgar or offensive graffiti
- Providing staff in-service training and student instruction or counseling
- Notifying parents or guardians of actions taken
- Notifying child protective services, when appropriate
- Taking appropriate disciplinary action

Additionally, disciplinary measures may be taken against any individual found to have knowingly made a false complaint of sexual harassment.

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

The Governing Board of Acton-Agua Dulce Unified School District (AADUSD) believes that appropriate dress and grooming contribute to a safe, respectful, and productive learning environment. Students are expected to wear clothing that is appropriate for the school activities in which they participate. Clothing that presents a health or safety hazard or causes a substantial disruption to the educational program is prohibited.

District and school rules related to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be reviewed periodically with students as needed.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression, or in accordance with their religious or cultural observances.

In accordance with Education Code 212.1, the dress code shall not discriminate against students based on hair texture or protective hairstyles, including, but not limited to, braids, locks, and twists.

The High Desert School Principal or designee is authorized to enforce this policy and shall notify any student who does not reasonably conform to the dress code. Enforcement of the dress code shall be equitable and shall not discriminate against any particular viewpoint or result in disproportionate application based on a student's gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and staff shall be informed of expectations for appropriate and equitable enforcement of the dress code.

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

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

Gang-Related Apparel

The principal, staff, and parents or guardians at a school may establish a reasonable dress code that prohibits the wearing of gang-related apparel when there is evidence of gang presence that disrupts or threatens to disrupt school activities. Any proposed dress code shall be presented to the Governing Board for approval. The Board shall approve such a plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's Comprehensive School Safety Plan. (Education Code 35183)

When identifying specific items of clothing considered to be gang-related, the school shall ensure that determinations are free from bias based on race, ethnicity, national origin, immigration status, or any other protected characteristic.

Uniforms

The Governing Board may approve a school-initiated dress code requiring students to wear school uniforms when it determines that such a policy will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures that allow parents or guardians to request an exemption from the school uniform policy. Students shall not be academically penalized, discriminated against, or denied attendance as a result of such an exemption. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining required uniforms. (Education Code 35183)

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

High Desert School site administrators, in collaboration with Acton-Agua Dulce Unified School District (AADUSD) District Office personnel, work together to regularly assess the needs of the school related to the safe ingress and egress of students and staff. Through collaborative efforts with stakeholders, including parents and guardians, concerns and recommendations are considered when implementing changes to enhance student safety and overall campus security.

Arrival to School

Students arrive on campus through designated open gates. Campus supervision is provided for a limited period prior to the start of the instructional day, and staff members monitor students during arrival time. Parents or guardians are not permitted to enter the campus with students during morning arrival.

Students who arrive after the morning arrival bell must enter through the High Desert School office and be signed in by a parent or guardian.

Dismissal from School

Students are released only to individuals designated by parents or guardians through the Parent Portal or through direct communication with the High Desert School office. No formal supervision is provided after school hours, on weekends, or on holidays.

Parents or guardians who wish to pick up their child prior to the scheduled dismissal time must report to the school office to sign the student out. Valid identification is required, and the parent or guardian must sign the student sign-out log. Parents and guardians are responsible for ensuring that emergency contact information is current and accurately maintained in the Parent Portal.

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

Component:

Positive School Climate and Student Behavior Supports

Element:

School-wide Behavior Expectations, Social-Emotional Supports, and Campus Supervision

Opportunity for Improvement:

Continue strengthening consistent implementation of school-wide behavior expectations, proactive supervision, and restorative practices to support student safety, belonging, and academic engagement.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a safe, respectful, and orderly learning environment for all students at High Desert School.	Establish and reinforce clear, school-wide behavior expectations across classrooms and common areas Provide consistent adult supervision during arrival, passing periods, lunch, and dismissal Communicate behavior expectations to students and families through handbooks, classroom instruction, and school communications	District discipline policies and administrative regulations School Site Administration Staff supervision schedules Student handbook and parent communications	Principal	Review of office discipline referrals and incident reports Observation of student behavior during unstructured times Annual review by the School Site Council or Safety Committee
Reduce incidents of disruptive behavior through proactive and restorative practices.	Implement restorative practices and progressive discipline strategies Provide staff training in de-escalation and trauma-informed practices Use intervention meetings and behavior monitoring to support students with repeated behavioral concern	Restorative practices training Trauma-informed care professional development Counseling and intervention teams District behavior support resources	Principal School Counselor School Social Worker MTSS/PBIS Team	Comparison of suspension and referral data over time Monitoring of repeat behavior incidents Staff feedback on effectiveness of interventions
Support students' social-emotional well-being and mental health to promote a positive school climate.	Provide social-emotional learning instruction through advisory and classroom lessons Refer students to school counseling and mental health services as needed Collaborate with families and community agencies to support student needs	School counselors and mental health providers SEL curriculum and advisory lessons Community-based mental health resources	Principal School Counselor School Social Worker MTSS/PBIS Team	Student, staff, and parent climate surveys Documentation of counseling and support services Attendance and engagement data

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure early identification and support for students exhibiting at-risk behaviors.	Use data review meetings to identify students needing behavioral or emotional support Implement targeted interventions and monitor progress Communicate concerns and supports among staff while maintaining confidentiality	MTSS/Student Support Team process Behavior data Attendance data Teacher observations and referrals	Principal School Counselor School Social Worker MTSS/PBIS Team	Review of intervention effectiveness and progress monitoring Reduction in repeated referrals for identified students • Documentation of follow-up actions
Foster a sense of belonging, respect, and positive relationships among students and staff.	Promote positive school culture through recognition programs and student engagement activities Encourage student voice and leadership opportunities Provide staff with strategies to build positive relationships with students	School-wide recognition programs Student leadership activities Professional development on relationship-building	Principal ASB Advisor School Counselor	School climate survey results Student participation data Feedback from staff, students, and families

Component:

Student Engagement, Attendance, and Positive School Connections

Element:

Student Engagement, Attendance Monitoring, and Supportive Adult Relationships

Opportunity for Improvement:

Continue strengthening student engagement and consistent attendance by increasing proactive outreach, building strong student–adult connections, and implementing early interventions for students demonstrating attendance or disengagement concerns.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase student engagement in academic and extracurricular activities to promote a positive and orderly school environment.	Provide a variety of academic, enrichment, and extracurricular opportunities for students Encourage participation in school activities that promote belonging and positive peer relationships Recognize student participation and positive contributions to the school community	Teachers and support staff Clubs, activities, and enrichment programs School recognition systems	Principal ASB Advisor Teaching Staff	Student participation and enrollment data Feedback from students and staff School climate survey results
Improve student attendance through early identification, communication, and targeted intervention.	Monitor daily attendance and identify patterns of chronic absenteeism Communicate attendance expectations and concerns with students and families Implement tiered interventions for students with ongoing attendance challenges Implementation of Attendance Recovery Saturday School	Attendance data systems School attendance policies and procedures Counseling and intervention teams	Principal Attendance Clerk School Counselor	Attendance and chronic absenteeism data Documentation of attendance interventions Comparison of attendance rates over time
Strengthen positive student–adult relationships to support student well-being and school safety.	Assign staff members to mentor or check in with students as needed Provide structured opportunities for staff to connect with students outside of academic instruction Promote respectful and supportive communication between students and staff	Advisory periods as structured check-in systems Counseling staff and student support teams Professional development on relationship-building	Principal School Counselor Teaching Staff	Student feedback and climate survey results Reduction in behavioral referrals related to disengagement Documentation of student support efforts

Objectives	Action Steps	Resources	Lead Person	Evaluation
Support students at risk of disengagement through coordinated intervention and support systems.	Use data from attendance, behavior, and academics to identify at-risk students Convene student support or MTSS teams to develop and monitor intervention plans Collaborate with families and community resources to support student success	MTSS/Student Support Team processes Academic and behavior data Community-based support services	Principal MTSS Team School Counselor	Monitoring of intervention outcomes Improvement in attendance, behavior, or engagement for identified students Documentation of follow-up actions

Component:

Drug, Alcohol, Tobacco, and Substance Use Prevention

Element:

Substance Abuse Prevention Education, Early Intervention, and Student Support

Opportunity for Improvement:

Continue strengthening prevention efforts by providing age-appropriate education, increasing early identification of substance use concerns, and ensuring coordinated intervention and support for students and families.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Prevent student use of drugs, alcohol, tobacco, vaping products, and other controlled substances through education and awareness.	Provide age-appropriate substance abuse prevention instruction through health education, advisory lessons, and classroom discussions Educate students on the health, legal, and academic consequences of substance use Reinforce school rules and expectations regarding drugs, alcohol, and tobacco use	Health and prevention curriculum Advisory or SEL lessons District policies and student handbook	Principal Teaching Staff School Counselor	Student participation in prevention lessons Review of substance-related incidents Student feedback and knowledge checks
Identify and intervene early when students exhibit signs of substance use or related risk behaviors.	Train staff to recognize early warning signs of substance use Encourage staff to report concerns to site administration or the Student Support Team Conduct timely interventions and referrals when concerns are identified	Staff training and professional development Student Support Team / MTSS process Behavior and incident reporting systems	Principal School Counselor MTSS / Student Support Team	Documentation of referrals and interventions Reduction in repeated substance-related incidents Follow-up data on student progress
Provide counseling, intervention, and referral services to students impacted by substance use.	Refer students to school counseling and mental health services as appropriate Communicate concerns and support plans with parents or guardians Provide referrals to community-based substance abuse prevention or treatment programs when needed	School counselors and mental health providers Community-based substance abuse resources District referral procedures	Principal School Counselor Student Support Team	Review of counseling and referral outcomes Parent and student feedback Monitoring of attendance, behavior, and academic progress

Promote a school environment that discourages substance use and supports healthy choices.	Enforce district policies related to drugs, alcohol, tobacco, and vaping consistently and equitably Provide positive alternatives through school activities, clubs, and engagement opportunities Reinforce healthy decision-making through positive behavior recognition and student leadership	District discipline policies School-wide activities and extracurricular programs Student recognition and leadership programs	Principal ASB Advisor	Analysis of discipline and incident data Student participation in positive activities School climate survey results
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

High Desert School Student Conduct Code

Conduct Code Procedures

School District Code of Conduct

Transitional Kindergarten–Grade 12

Aligned with the California Education Code and PBIS

I. Purpose and Commitment

The Acton-Agua Dulce Unified School District (AADUSD) is committed to providing a safe, inclusive, equitable, and supportive learning environment for all students, including those attending High Desert School, in accordance with the California Education Code, California Code of Regulations, and applicable federal law.

This Code of Conduct supports a Positive Behavioral Interventions and Supports (PBIS) framework and emphasizes:

- Prevention through explicit instruction of positive behavior
- Early intervention and student support
- Restorative and instructional discipline practices
- Reduction of exclusionary discipline, particularly for younger students

Discipline is intended to teach, correct, and support positive behavior rather than to punish.

II. PBIS Framework and Core Values

AADUSD implements PBIS across all schools to promote consistent expectations and a positive school climate.

Districtwide Behavioral Expectations

All students are expected to demonstrate the following core values:

- Respectful – Show care for oneself, others, and the community
- Responsible – Make positive choices and accept accountability
- Safe – Maintain physical, emotional, and digital safety

Schools may define, teach, and reinforce these expectations using age-appropriate language and examples.

High Desert School Expectations – SOAR

At High Desert School, school-wide behavioral expectations are taught and reinforced through the SOAR framework. SOAR provides students with clear, consistent expectations that promote a safe, respectful, and positive learning environment.

SOAR Expectations:

- S – Strive to do your best - Students are expected to put forth their best effort academically, behaviorally, and socially, and to demonstrate perseverance and a growth mindset.
- O – Own your actions - Students are expected to take responsibility for their choices, reflect on their behavior, and learn from mistakes.
- A – Act responsibly - Students are expected to follow school rules, make safe decisions, and contribute positively to the school community.
- R – Respect all - Students are expected to treat peers, staff, and community members with kindness, empathy, and respect, valuing individual differences.

These expectations are explicitly taught, modeled, and reinforced across all school settings, including classrooms, common areas, school activities, and extracurricular programs.

III. Applicability of the Code

This Code of Conduct applies to student behavior:

- On school grounds
- During school-sponsored activities
- On school buses or district transportation
- In virtual or online learning environments
- Off campus when conduct is related to a school activity or substantially disrupts the school environment (Education Code §§ 48900, 48900.2–48900.7)

IV. Student Rights

Students have the right to:

- A learning environment free from discrimination, harassment, bullying, and intimidation (Education Code § 234 et seq.)
- Fair, equitable, and consistent discipline
- Due process in disciplinary actions
- Freedom of expression consistent with school safety and order
- Access to academic, behavioral, and mental health supports
- Reasonable accommodations as required by law

V. Student Responsibilities

Students are expected to:

- Follow school and district rules
- Demonstrate PBIS behavioral expectations
- Respect the rights, safety, and property of others
- Attend school regularly and punctually
- Use technology responsibly and ethically
- Report unsafe or harmful behavior to trusted adults

VI. Expected Behavior by Grade Span

Transitional Kindergarten–Elementary

- Learn and practice classroom routines

- Use kind words and actions
- Follow adult directions
- Begin developing self-regulation skills

High Desert School SOAR Expectations (Middle School):

- Strive to do your best academically and behaviorally
- Own your actions by taking responsibility and learning from mistakes
- Act responsibly by making safe, informed decisions
- Respect all by treating peers, staff, and the school community with kindness and respect

High School

- Demonstrate independence and leadership
- Engage in responsible decision-making
- Prepare for postsecondary expectations

VII. Prohibited Conduct (As defined in California Education Code §§ 48900–48900.7)

Disciplinary responses are determined based on the severity, frequency, and context of the behavior.

A. Safety-Related Behavior

- Physical injury or attempted injury
- Fighting or aggressive behavior
- Possession of weapons or dangerous objects
- Threats of violence

B. Harassment, Discrimination, and Bullying

- Bullying, including cyberbullying (Education Code § 48900(r))
- Harassment or intimidation based on protected characteristics
- Hate speech or symbols that substantially disrupt the school environment

C. Substance-Related Behavior

- Possession, use, or distribution of alcohol, drugs, tobacco, or vaping devices
- Being under the influence at school or school-sponsored events

D. Academic and Behavioral Misconduct

- Academic dishonesty, including cheating or plagiarism
- Disruption of school activities
- Defiance or refusal to follow staff directions

E. Technology Misuse

- Cyberbullying or online harassment
- Unauthorized recording or distribution of images or video
- Inappropriate use of district devices or networks

F. Property Violations

- Theft
- Vandalism or damage to property

VIII. PBIS-Aligned Discipline and Intervention

A. Guiding Principles

Discipline shall:

- Be instructional and corrective
- Utilize progressive interventions

- Consider age, intent, disability status, and individual circumstances
- Comply with California suspension and expulsion laws
- Avoid suspension for TK–Grade 3 students except as permitted by law (Education Code § 48900(k))

B. Tiered PBIS Interventions

Tier 1 – Universal Supports (All Students)

- Explicit teaching of expectations
- Positive reinforcement and acknowledgment
- Classroom-based interventions
- Redirection and reteaching

Tier 2 – Targeted Supports

- Check-in/check-out systems
- Behavior contracts
- Small-group or individual social-emotional instruction
- Increased family communication

Tier 3 – Intensive Supports

- Individual behavior intervention plans
- Counseling or mental health services
- Functional behavior assessments
- Coordination with special education services, as applicable

C. Disciplinary Consequences (When Necessary)

Consequences may include:

- Restorative conferences or circles
- Loss of privileges
- Detention or in-school interventions
- Suspension, in compliance with Education Code
- Expulsion, reserved for serious offenses and following due-process requirements

IX. Restorative Practices

The district prioritizes restorative practices to:

- Repair harm
- Restore relationships
- Build empathy and accountability
- Reduce repeat behaviors

Examples include:

- Restorative conversations
- Mediated conflict resolution
- Community circles

X. Reporting and Protection from Retaliation

Students, staff, and families are encouraged to report:

- Bullying or harassment
- Safety concerns
- Threats or harmful behavior
- Reports may be made to school administrators or through designated reporting systems. Retaliation against individuals who report concerns is strictly prohibited.

XI. Family and Community Partnership

Families play an essential role in supporting positive student behavior by:

- Reviewing this Code of Conduct with students
- Reinforcing expectations at home
- Communicating with school staff
- Participating in intervention planning when appropriate

XII. Review, Accessibility, and Communication

This Code of Conduct shall be:

- Reviewed regularly
- Aligned with district PBIS implementation
- Shared annually with students, families, and staff
- Available in multiple languages and accessible formats

(K) Hate Crime Reporting Procedures and Policies

In order to maintain a safe and inclusive learning environment for all students, the Acton-Agua Dulce Unified School District (AADUSD) is committed to protecting every student's right to be free from hate-motivated behavior. The district promotes respectful and harmonious relationships among students to foster understanding of civil rights and social responsibilities within a diverse society.

AADUSD prohibits discriminatory behavior or statements that demean, degrade, or intimidate an individual based on actual or perceived characteristics, including race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical or mental attributes, or religious beliefs or practices.

The AADUSD Superintendent of Schools or designee shall collaborate with county and state programs and community organizations to promote safe environments for youth and to ensure the effective use of district and community resources. The district shall provide age-appropriate instruction to promote understanding of human rights, diversity, and tolerance in a multicultural society and to equip students with strategies to manage conflict in constructive and respectful ways.

The Superintendent or designee shall also ensure that staff members receive training on recognizing hate-motivated behavior and implementing appropriate response strategies.

Grievance Procedures

Any student at High Desert School who believes they are a victim of hate-motivated behavior shall immediately report the incident to the school Principal or designee. Upon receipt of such a complaint, the Principal or designee shall promptly investigate the matter in accordance with school-level complaint and grievance procedures.

A student found to have engaged in hate-motivated behavior shall be subject to disciplinary action in accordance with applicable law, Governing Board policy, and administrative regulations.

Staff members who receive reports of hate-motivated behavior or personally observe such conduct shall notify the Principal and the Superintendent or designee, as appropriate.

As necessary, AADUSD shall provide counseling, guidance, and support services to students who are victims of hate-motivated behavior, as well as to students who engage in such behavior, to promote accountability, education, and behavioral improvement.

(J) Procedures to Prepare for Active Shooters

Purpose:

Provide clear, practiced, school-wide procedures for responding to an active shooter or active attacker incident at High Desert

School, prioritizing life safety, rapid notification to the Los Angeles County Sheriff's Department, coordination with emergency medical services, and timely notification to the AADUSD District Office, consistent with the High Desert School Emergency and Crisis Response Procedures. These procedures follow Incident Command System (ICS) principles and are intended for staff, emergency team members, and administrators.

Scope:

These procedures apply to all staff, students, visitors, volunteers, contractors, and after-school program staff while on the High Desert School campus.

Quick Reference — immediate priorities (in order)

1. Evacuate or Lock Down — If a safe route exists, move away from the threat to a safe location.
2. Hide — If evacuation is not safe, secure the room: lock, silence communications, barricade, and remain out of sight.
3. Call 911 immediately — Request Los Angeles County Sheriff; provide location, suspect description, injuries, and direction of travel.
4. Notify the on-campus Incident Commander (IC) / Emergency Team and Catapult EMS per the communications plan.
5. Notify the AADUSD District Office using the district emergency notification protocol.

Command structure & roles (ICS-based)

- Incident Commander (IC) — Principal or designee. Overall decision-maker; coordinates with law enforcement, Catapult EMS, and the District; authorizes public information or delegates the Public Information Officer (PIO).
- Safety Officer — Monitors responder and student safety; coordinates building clearance with law enforcement.
- Operations Lead — Implements lockdown or evacuation, supervises students, and manages student release protocols.
- Logistics Lead — Manages communications, supplies, staging areas, transportation, and EMS access.
- Accountability / Student Accounting Lead — Maintains rosters, verifies student and staff locations, and prepares reunification lists.
- Law Enforcement Liaison — Meets responding deputies; provides campus maps, master keys, and student information.
- Medical Lead — Coordinates triage and care with Catapult EMS; manages injured individuals until EMS arrives.
- Public Information Officer (PIO) — Authorized spokesperson for media and family communications (designated by the IC).
- Recovery / Mental Health Lead — Coordinates post-incident counseling and long-term supports.
- Intelligence / Information Lead — Serves as the single intake point for incoming information (camera feeds, calls, radio traffic, digital tips).
- Scribe / Incident Recorder — Maintains the official incident log with timestamps and actions taken.

At High Desert School, Incident Command roles are pre-designated in the Emergency and Crisis Response Procedures, including the Incident Commander, Operations, Planning/Intelligence, Logistics, and Student Accounting functions. Assigned personnel report to the Control Center unless otherwise directed. Staff may assume multiple roles as necessary, and all assignments shall be recorded in the incident log.

Communications & Notification Protocol

911 Call (Immediate)

Caller should state:

"Active shooter/active attacker at High Desert School."

Provide:

- Campus address and nearest entrance
- Building/room location of the threat (if known)
- Approximate number and nature of injuries
- Suspect description and direction of travel
- Caller name and contact number

Remain on the line and follow dispatcher instructions.

On-Campus Notification

- Activate PA or mass notification system: "LOCKDOWN — Active Attacker — [building/area]."
- If PA is unavailable, use walkie-talkies or designated runners to notify staff.

Notify Incident Commander / Emergency Team

- IC backup chain: Attendance Clerk ? Secretary ? Campus Supervisor/Administrator
- Use walkie-talkies or pre-assigned phone tree if radios fail.

Notify Catapult EMS

Provide:

- School name and address
- Incident summary
- Approximate number of injuries
- EMS staging location
- On-site contact person

Notify AADUSD District Office

The IC or designee contacts the District Emergency Line and the designated executive contact immediately or concurrently. Provide:

- Brief situational summary
- Current response actions
- Approximate casualties
- Immediate needs (reunification, transportation, facilities support)

Communication templates (Initial Use)

District Call Script:

"This is [Name], Incident Commander at High Desert School. We have an active attacker on campus. Los Angeles County Sheriff has been notified. We are in lockdown and have approximately [#] injured. We are requesting District assistance with parent notification and reunification. On-site contact number: 661-269-0310."

Mass Notification Draft (PIO/District Approved):

"High Desert School is responding to an emergency. Law enforcement is on scene. Students are secure. Please DO NOT come to campus. Updates will be provided via AADUSD communication channels."

Note: Only the IC or authorized PIO may release official statements.

Immediate actions — step-by-step

If gunfire is heard or an attacker is seen:

1. Call 911 immediately if safe.

2. If with students:

- Evacuate if a safe route exists; take roster and emergency folder.
- If evacuation is unsafe, Lock Down and barricade: lock doors, turn off lights, silence devices, move students out of sight.
- If confronted directly, follow training-based last-resort actions to survive.
- During lockdown, no students are to be released from classrooms.
- Teachers shall monitor email for administrative updates when safe to do so.
- If students are outside during lockdown (e.g., PE), they will enter the nearest available secured room.

3. If outside, move away from the threat and call 911.

4. Designated staff initiate lockdown and notify the IC.

Law enforcement arrival

- Priority is neutralizing the threat.
- Expect commands, noise, and rapid movement.
- Follow all law enforcement instructions immediately.
- Liaison provides maps, keys, rosters, and the incident log.

Evacuation, staging, and reunification

- Evacuation decisions are made by law enforcement or the IC.
- Do not evacuate toward the threat.
- Use pre-designated off-site reunification locations. Primary evacuation location for High Desert School is the basketball courts, with a secondary location of the lower field, unless otherwise directed by administration or law enforcement.
- Student release occurs only through the official reunification process with valid identification and documentation.

Medical response & Catapult EMS coordination

- Request EMS immediately for injuries.
- Provide life-saving care only if trained.
- Establish EMS staging and access routes.
- Document care, times, and providers.

First aid and triage operations will be conducted at the designated First Aid Command Post by assigned staff, including the school nurse and trained personnel, until emergency responders arrive.

Information Collection & Incident Charting

Purpose - The purpose of information collection and incident charting is to capture all incoming situational data—including CCTV observations, phone calls, radio traffic, staff reports, and digital tips—in real time. All information shall be time-stamped and documented so that the Incident Commander (IC), Law Enforcement Liaison, Medical Lead, and Logistics Lead have access to a single, current, and auditable source of factual information throughout the incident. Incident documentation shall align with the district and site Emergency Management Officer documentation requirements.

Roles

- Intelligence / Information Lead (Info Lead) - Principal - Assigned immediately by the IC. The Info Lead monitors camera feeds, routes incoming phone calls and walk-ins, monitors radio channels, and receives digital tips. The Info Lead relays all incoming information verbatim to the Scribe and does not edit, interpret, or filter content.
- Scribe / Incident Recorder - Assigned by the IC (School Secretary). The Scribe opens and maintains the official Incident Log (paper and electronic when possible). The Scribe documents each incoming report with the date and time received, source, verbatim description, verification status, actions taken, and disposition. The Incident Log is initialized at the moment of the first notification.

Whenever possible, these roles should be assigned to two separate individuals to allow continuous information collection and accurate documentation. On very small campuses, one individual may perform both roles if necessary; however, redundancy is preferred whenever feasible.

Immediate Steps (Within the First Minute)

1. The IC assigns the Info Lead and Scribe verbally and via walkie-talkie. The Scribe records the assignments in the Incident Log.
2. The Scribe opens the Incident Log and records the date, time of initial notification, source of the notification, and nature of the incident. This entry is recorded as Log Entry #001.
3. The Info Lead immediately begins collecting information, including:
 - Opening campus camera views and noting camera ID, location, and time of observed activity
 - Routing incoming phone calls and walk-ins to the Command Post or Info Lead and capturing caller identity and exact wording
 - Monitoring walkie-talkie communications and transcribing critical transmissions, including channel and time (noting recording file/time if radios record)
 - Capturing digital tips (email, text, app-based reports) with sender identification and timestamp
4. The Info Lead relays all information to the Scribe verbatim, either verbally or by showing the source directly.

5. The Scribe records all information verbatim and charts actions and status updates. For each entry, the Scribe documents who took action, what action was taken, and the time of the action.

6. The Info Lead and Scribe provide frequent updates to the IC and Law Enforcement Liaison, approximately every 2–5 minutes or as critical information becomes available. The Scribe provides printed or electronic snapshots of the Incident Log to the Liaison upon request.

Incident Log Template (Required Fields)

Each Incident Log entry shall include:

- Log number
- Date (YYYY-MM-DD)
- Time (HH:MM:SS, 24-hour format; clocks should be synchronized in advance)
- Source (e.g., CAM-2, 911 call, Staff: Ms. Hernandez, Radio Channel 1, Parent call, App tip)
- Reporter / Caller ID (name, phone number, badge number if known)
- Exact wording or description received (verbatim whenever possible)
- Observed / Verified status (Yes/No, and by whom)
- Action taken (who, what, and time)
- Disposition or outcome (e.g., Sheriff notified, Medical Lead dispatched to Room 4)
- Scribe initials

Example Incident Log Entry

- Log #: 001
- Date: 11-12-2025
- Time: 10:03:21
- Source: CAM-2 (Quad)
- Reporter: Info Lead (Name)
- Description: “Person in dark hoodie running east across north playground toward Building 2.”
- Observed / Verified: Yes (Info Lead)
- Action Taken: IC notified at 10:04:02; lockdown ordered at 10:04:15; Sheriff notified at 10:05:00
- Disposition: Law enforcement en route; students in bungalows secured
- Scribe Initials: HC

Technical & practical considerations

- Synchronized Clocks: Radios, administrative phones, and the Scribe’s device shall be synchronized to the same time source. Any known time offsets shall be noted in the log.
- Dual Records: Maintain both paper and electronic records when possible. If power or network access fails, continue documentation on paper.
- Evidence Preservation: Identify and mark relevant DVR or video clip time ranges for law enforcement. Original footage shall not be altered.
- Security and Confidentiality: Incident Logs are confidential. Full access is limited to the IC, Law Enforcement Liaison, law enforcement agencies, District legal counsel, and the PIO, as directed.
- Training and Drills: Info Lead and Scribe procedures shall be practiced during drills, including simulated call-ins and camera scenarios, to ensure accurate verbal relay and documentation.

Quick Checklists

Info Lead Checklist

- Confirm assignment with IC and Scribe
- Open camera systems and phone lines; note camera IDs
- Route calls and walk-ins to the Command Post
- Relay all reports verbatim to the Scribe immediately
- Note verification status and who verified the information
- Mark video clip time ranges for preservation

- Provide updates to IC every 2–5 minutes or when critical information changes

Scribe Checklist

- Start Incident Log immediately (Log Entry #001)
- Record all entries with HH:MM:SS timestamps, source, verbatim content, actions taken, and initials
- Maintain both paper and electronic copies when possible
- Provide Incident Log snapshots to IC and Law Enforcement Liaison upon request
- Secure original logs and transfer them to District legal counsel or law enforcement as directed

Accountability, Documentation & Evidence Preservation

- The Accountability Lead shall maintain accurate student accountability records, including class rosters, student sign-in and sign-out logs, visitor logs, and a missing persons list, as applicable during an emergency incident.
- Evidence preservation is critical. Potential evidence shall not be touched, moved, or altered except when necessary to provide life-saving care. Any relevant camera footage, physical evidence, or digital records shall be identified, documented, and clearly marked for law enforcement review.
- The Incident Log shall accurately document who took action, what action was taken, and when the action occurred. This documentation is essential for incident investigations, legal review, and after-action analysis.

Family & Media Communications

- Initial messages are brief, factual, and time-stamped.
- Families are instructed not to come to campus.
- Media inquiries are directed to the District PIO.
- Translation and accessibility supports are provided as needed.

After-Action, Recovery, and Mental Health

- Coordinate reunification and recovery once cleared.
- Provide immediate and ongoing counseling supports.
- Conduct debrief within 72 hours and formal After-Action Review within 30 days.
- Preserve all records and evidence.

Crisis counseling and recovery services will be coordinated through the AADUSD District Office, including deployment of school psychologists and mental health professionals as outlined in the High Desert School Emergency and Crisis Response Procedures.

Training & Preparedness

- Annual active attacker training for all staff
- At least two drills per year (lockdown and evacuation/reunification)
- Regular testing of radios and emergency equipment
- Updated maps and emergency materials in every classroom

Training includes regular drills and staff training as outlined in the High Desert School Emergency and Crisis Response Procedures, including lockdown, evacuation, and reunification protocols.

Prevention & Mitigation

- Enforce secure entry and visitor procedures
- Maintain threat reporting systems (e.g., anonymous tips)
- Coordinate with the Los Angeles County Sheriff's Department for assessments and training
- Review mental health supports and threat assessment protocols regularly
- Enforce visitor sign-in and campus supervision procedures as outlined in the High Desert School handbook and emergency procedures.

Annexes

- Emergency contact lists
- Campus maps and evacuation routes
- Notification templates

- Checklists and forms
- Training records
- After-Action Review template

Printable checklists

Teacher Lockdown Checklist

- Lock the classroom door and turn off lights
- Move students out of sight and instruct them to remain quiet
- Gather the class roster and emergency folder
- Silence all cell phones and walkie-talkies
- Use furniture or other available barriers to block entry, if possible
- Do not open the door until law enforcement announces an “all clear” and provides further instructions

Incident Commander (IC) Immediate Actions Checklist

- Confirm that 911 has been contacted
- Assign the Intelligence / Information Lead and Scribe, and ensure assignments are recorded in the Incident Log
- Notify the Los Angeles County Sheriff liaison or verify that 911 has dispatched law enforcement
- Notify Catapult EMS
- Notify the AADUSD District Office via phone and email
- Establish the Command Post and meet law enforcement at the staging area if requested

Procedures for Preventing Acts of Bullying and Cyber-bullying

Policy 5131.2

This policy applies to all acts constituting bullying that are related to school activity or school attendance occurring within an Acton-Agua Dulce Unified School District (AADUSD) school, including High Desert School. This includes acts that occur off campus or outside of school-related or school-sponsored activities when such conduct may have an impact on the school environment or create a hostile environment at school. This policy also applies to actions of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

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

Prevention and Education

The Superintendent or designee shall develop and implement strategies to address bullying and cyber-bullying in district schools with the involvement of students, parents or guardians, and staff. As appropriate, the Superintendent or designee may collaborate with social services, mental health agencies, law enforcement, courts, and community organizations to support effective prevention, early intervention, and response strategies that promote school and community safety.

At High Desert School, bullying prevention efforts are supported through:

- School-wide PBIS implementation and SOAR behavioral expectations
- Age-appropriate instruction on respectful behavior, digital citizenship, and conflict resolution
- Staff training on recognizing, preventing, and responding to bullying and cyber-bullying
- Encouraging students to report bullying concerns to trusted adults

These strategies shall be incorporated into the Comprehensive School Safety Plan and, to the extent possible, into the Local Control and Accountability Plan (LCAP) and other applicable district and school plans.

Reporting and Investigation

Any complaint of bullying shall be promptly investigated. If the conduct is determined to be discriminatory, the complaint shall be resolved in accordance with applicable law and the district's Uniform Complaint Procedures as specified in Administrative Regulation 1312.3.

If, during the investigation, it is determined that the complaint involves nondiscriminatory bullying, the High Desert School Principal or designee shall inform the complainant and take all necessary and appropriate actions to resolve the matter and prevent recurrence.

Transfers and Student Support

If the Superintendent or designee determines that it is in the best interest of a student who has been the victim of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents or guardians that the student may be eligible to transfer to another school.

If the parents or guardians of a student who has been the victim of bullying request a transfer pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with applicable law and district policy regarding intradistrict or interdistrict transfers.

As appropriate, the district shall provide counseling, guidance, and support services to students who are victims of bullying and to students who engage in bullying behavior, consistent with restorative and instructional practices.

Family and Staff Responsibilities

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor factors that may contribute to bullying or cyber-bullying, including online activity.

Any employee who permits, engages in, or retaliates through bullying behavior shall be subject to disciplinary action, up to and including dismissal, in accordance with law, Governing Board policy, and applicable collective bargaining agreements.

Opioid Prevention and Life-Saving Response Procedures

(In accordance with California Education Code §49414.3 and related state guidance)

I. Purpose

The purpose of this policy is to ensure that High Desert School maintains a clear and effective plan to prevent opioid misuse and to respond promptly and appropriately to suspected opioid overdoses on campus in order to protect the health and safety of students, staff, and visitors.

II. Identification of Overdose Signs

All school staff shall receive training to recognize the common signs and symptoms of an opioid overdose, which may include, but are not limited to:

- Unresponsiveness or loss of consciousness
- Slow, shallow, irregular, or stopped breathing
- Pinpoint (constricted) pupils
- Choking, gurgling, or snoring sounds
- Pale, clammy skin or bluish lips or fingernails
- Limp body

III. Immediate Response Procedures

If an opioid overdose is suspected:

1. Call 911 immediately.
2. Notify the school front office and site administration.
3. Provide first aid if trained to do so.
4. Administer naloxone (Narcan) if available and if the staff member has been trained and is authorized to use it under California

law.

5. Stay with the individual until emergency medical personnel arrive.

IV. Naloxone Availability and Administration

- Naloxone kits shall be maintained in clearly identified, secure, and accessible locations on the High Desert School campus.
- Designated school personnel shall receive annual training in recognizing opioid overdose symptoms and the proper administration of naloxone, in compliance with Education Code § 49414.3.
- A record of trained personnel and naloxone kit expiration dates shall be maintained by the school health office or designated site administrator.

V. Training and Education

- Staff Training: All school staff shall receive annual training on recognizing and responding to opioid overdoses, including naloxone administration procedures.
- Student Education: Age-appropriate instruction shall be provided to students on the dangers of opioid misuse and substance abuse prevention.
- Parent and Community Awareness: The school shall provide information and resources to parents and guardians regarding opioid prevention, warning signs, and available support services.

VI. Emergency Contacts and Post-Overdose Support

- The school shall maintain accurate and up-to-date emergency contact information for all students.
- Following any overdose incident, High Desert School, in coordination with the Acton-Agua Dulce Unified School District, shall provide post-incident support, including counseling services, referrals to community-based treatment resources, and collaboration with families to support student recovery and well-being.

VII. Coordination with Local Health and Emergency Agencies

These procedures shall be reviewed annually and updated as necessary to remain aligned with current laws, best practices, and guidance from the California Department of Education, California Department of Public Health, and local health authorities.

VIII. Review and Continuous Improvement

This policy and related procedures will be reviewed annually and updated as needed to align with current laws, best practices, and guidance from the California Department of Education and local health authorities.

IX. Communication and Confidentiality

- This protocol shall be communicated regularly to staff, students, and parents through school communications, including meetings, newsletters, and the school website.
- All response actions and follow-up supports shall be handled with respect for the privacy and dignity of the individual(s) involved, in compliance with FERPA and other applicable state and federal confidentiality laws.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Purpose

To reduce the risk of targeted violence on campus, the Acton-Agua Dulce Unified School District (AADUSD) has formalized a comprehensive protocol to identify individuals whose behavior raises concern, facilitate timely communication among appropriate parties, and ensure a coordinated threat assessment process. Once identified, relevant school, district, and community partners collaborate to assess risk and connect individuals to appropriate supports and services.

These procedures integrate prevention, mitigation, response, and recovery strategies and are incorporated into each school's Comprehensive School Safety Plan.

Our response includes the following prevention, mitigation, response, and recovery strategies in Comprehensive School Safety Plans.

PREVENTION STRATEGIES

1. District Safety Coordination

The District shall designate a District Safety Coordinator or designee to participate in annual coordination meetings with community stakeholders, including but not limited to:

- Acton-Agua Dulce Unified School District leadership
- Local law enforcement agencies
- Psychiatric Emergency Response Team (PERT)
- Other relevant community partners

2. Emergency Contact Access System

To facilitate rapid access to critical contact information during emergencies, the District shall maintain a secure school emergency contact application that includes:

- After-hours emergency contacts for each school site and the District Office
- Emergency contact information for law enforcement and response agencies (including PERT) during evenings, weekends, and holidays
- School-specific user access allowing law enforcement to contact designated school officials during after-hours emergencies

3. Anonymous Reporting System

The District shall maintain an anonymous student reporting system and application, with the following implementation measures:

- Prominent placement of the anonymous reporting link on the District and school websites
- Installation of the anonymous reporting application on all district-issued student devices
- Ongoing promotion of anonymous reporting through school safety communications

4. Documentation of Warning Signs

Schools shall establish procedures to document behaviors that may assist a threat assessment team in identifying escalation patterns:

- All reports of suspected warning signs or threats—including transient threats—shall be documented in the student's discipline record, along with the school's response
- Reports of bullying, harassment, intimidation, or grievance-related incidents shall be documented in the affected student's record, regardless of investigative outcome

5. Violence Prevention Programs

AADUSD adopts the following Sandy Hook Promise programs:

- Start With Hello – Promotes inclusion and connection for students in grades TK–12 to reduce social isolation
- See Something, Say Something – Educates students in grades 6 and above to recognize warning signs of self-harm or violence and report concerns to a trusted adult

Staff Training on Warning Signs

All school employees shall receive training to recognize and report warning signs associated with escalation toward violence, consistent with Comprehensive School Threat Assessment Guidelines (Cornell, 2018), including:

- Circumstances requiring immediate 911 notification
- Required reporting procedures to school administration

MITIGATION STRATEGIES

Acceptable Use of Technology

1. District technology agreements shall include the following notice: "Users of the Acton-Agua Dulce Unified School District network should be aware that information accessed, created, sent, received, or stored on district systems is the property of AADUSD. Users

do not have a reasonable expectation of privacy. The District reserves the right to monitor all network activity.”

2. Active Assailant Resources - All school Comprehensive School Safety Plans shall include active assailant response resources.
3. Options-Based Response Training - All school employees shall receive training in Options-Based Responses (Run, Hide, Fight) for active assailant situations.
4. Safety Drills - Drills shall be conducted with input or observation from law enforcement or safety professionals:
 - At least one lockdown drill annually per campus
 - At least one reunification drill annually per campus
 - At least one district-wide offsite evacuation and reunification drill annually
5. Facility Identification - All rooms, classrooms, restrooms, and common areas shall be clearly labeled to assist emergency responders in identifying exact locations.

TARGETED SCHOOL VIOLENCE RESPONSE STRATEGIES

1. The District adopts the School Response Protocol from Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence.
2. When a threat assessment indicates immediate danger, schools may engage external emergency mental health services, including PERT.
3. For complex or extended threat cases, schools may engage an external threat-assessment specialist, particularly when:
 - The site team is uncertain how to proceed
 - The individual is an adult or non-student
 - Psychiatric records must be accessed pursuant to 45 CFR §164.512

RECOVERY STRATEGIES

1. Utilize Catapult Connect (text, voice, email, and social media) to communicate with families and support reunification.
2. Train school-based mental health crisis teams to support students and staff following traumatic events.

TARGETED SCHOOL VIOLENCE PROTOCOL

School Threat Assessment Team (STAT)

Each school shall maintain a School Threat Assessment Team, typically including:

- School site administrator
- School psychologist
- School counselor or social worker
- School Resource Officer or juvenile services officer

FIVE STEPS IN STUDENT THREAT ASSESSMENT

Step 1: Evaluate the Threat

A threat includes any expression—verbal, written, graphic, or behavioral—of intent to harm. All threats must be documented verbatim and investigated.

Step 2: Resolve Transient Threats

Transient threats are expressions of momentary anger or humor without intent to harm and may be resolved with explanation, apology, and appropriate discipline or counseling.

Step 3: Respond to Substantive Threats

Substantive threats indicate ongoing intent to harm. Protective measures are required.

- Serious threats: hitting, assault
- Very serious threats: killing, weapons, severe injury

Step 4: Safety Evaluation

Very serious threats require law enforcement involvement and a comprehensive mental health assessment. Safety plans must

consider special education needs and supports.

Step 5: Implement and Monitor the Safety Plan

Plans are implemented, monitored, documented, and revised as needed.

THREATS POSED BY STUDENTS

1. If imminent danger is present, the school administrator or any school staff member shall call 911 immediately.
2. If the identity of the person posing or making the threat is known, school staff may request that a Psychiatric Emergency Response Team (PERT) be dispatched.
3. All threats or concerning behavior shall be reported to a school site administrator. In all cases, the school administrator shall attempt to obtain a written account from the student who made or posed the threat and from any witnesses.
4. The school administrator shall follow the five-step decision-making process described above. NOTE: The school administrator shall document in the student's discipline record information regarding all threats made by a student (including transient threats and substantive threats that are serious) and the school's response.
5. If the school administrator determines that a threat is "very serious" (a substantive threat to cause serious injury or death), the school administrator shall activate the school site threat assessment team and brief the team on the known facts.
6. As part of the school's investigation, the school administrator shall determine whether a search of the student's possessions is appropriate. Parental consent and/or notification is not required. The administrator should begin by requesting the student's permission. If the student refuses, the search must be supported by reasonable suspicion that a school rule or law has been violated and that the search will uncover evidence of that violation. Before authorizing a search, the school administrator shall document the threat and the purpose of the search and clearly connect the suspected violation to the scope of the search.

More specifically:

- Is there reasonable suspicion that the search will turn up evidence that the student has violated the law or a school rule?
- Is the extent of the search reasonably related to the suspected infraction? Reasonableness may be determined by school policies, consent, or exigent circumstances.
- Is the search not "excessively intrusive" in light of the student's age, sex, and the nature of the infraction?
- The scope of the search is limited to the evidence sought.

If the school administrator determines that a search is appropriate, the administrator may access electronic device information only under the following circumstances, as specified in Penal Code Section 1546.1:

- Pursuant to a warrant, wiretap order, order for electronic reader records, subpoena, or order for a pen register or trap and trace device, or both.
- With the specific consent of the authorized possessor of the device.
- If a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to any person requires access to the electronic device information.

7. The site threat assessment team shall conduct a comprehensive safety evaluation. The student may be suspended pending completion of the evaluation. Expulsion may also be recommended. It is important to note that threat assessment is separate and distinct from discipline. Disciplinary consequences for threats may be appropriate if the behavior is sufficiently disruptive and/or violates school rules and the Education Code.
8. The site administrator shall summarize the evaluation and the threat management plan in a Safety Evaluation Report.
9. The site administrator shall serve as the case coordinator for all students who have a threat management plan. The site administrator shall convene the site threat assessment team monthly to review student progress and modify threat management plans as needed. Any modifications shall be documented as addendums to the Safety Evaluation Report.
10. The site administrator shall convene the school site threat assessment team whenever he/she determines that the threat management plan may not be adequate to ensure safety.
11. If the student transfers to a new school, the site administrator shall contact the administrator at the receiving school to review the Safety Evaluation Report and share updates regarding the student's threat management plan. When possible, this contact shall occur before the student enrolls at the new school. The school administrator shall provide a copy of the Safety Evaluation Report and Mental Health Assessment Report as part of this communication.

THREATS POSED BY ADULTS OR UNIDENTIFIED PARTIES

1. If imminent danger is present, school staff shall call 911 immediately and notify a school administrator.
2. In all other instances, the school administrator shall contact the appropriate law enforcement agency's dispatch number to report

the threat or concerning behavior.

3. The school administrator shall report the threat or concerning behavior to the District Office in accordance with district emergency notification procedures.

4. In cases where it is unclear whether the individual poses a threat to the school, the district shall consider engaging the services of a qualified threat assessment professional to assist in evaluating risk and determining appropriate next steps.

CHARACTERIZING THREATS IN PUBLIC COMMUNICATIONS

Schools shall avoid characterizing articulated threats as “lacking credibility.” In communications intended to reassure the school community, the emphasis shall be placed on the district’s partnership with law enforcement and the determination that it is safe for students to attend school.

For example: “We take every threat seriously and work closely with our law enforcement partners to ensure that our schools are safe for students. We have been in close contact with the Los Angeles County Sheriff’s Office throughout this investigation and have been assured that it is safe to operate our schools and that our students are not in danger.”

All public communications regarding threats shall originate from the highest-ranking appropriate authority, typically the Superintendent or designee, in coordination with law enforcement and district leadership.

COMMUNICATING WITH VICTIMS

School administrators shall communicate directly with any student or staff member who has been threatened by a student attending the same school. This communication shall include, as appropriate:

- Whether a safety plan has been implemented
- When the student who made the threat is expected to return to campus

Timely communication with the victim is essential to alleviate safety concerns. Administrators shall also acknowledge the potential physical and emotional impact a threat may have on an individual and provide information regarding available supports and resources.

SCHOOL THREAT ASSESSMENT TEAM (STAT)

The School Threat Assessment Team (STAT) is comprised of law enforcement representatives, mental health professionals, and Acton–Agua Dulce Unified School District administrators, who convene to review and evaluate threats of targeted school violence.

The purpose of the STAT is to assess the level of risk presented and to recommend appropriate intervention, treatment, and support options for the individual involved.

INVESTIGATIVE QUESTIONS

A threat assessment is not profiling. No checklist, form, assessment, or evaluation can fully predict whether an individual will commit a future act of violence. However, failure to recognize and respond to concerning behaviors or prior actions may result in missed opportunities for intervention.

A school threat investigation should consider multiple factors and be based on the totality of observations made by the assessment team.

While the number of individuals who ultimately commit acts of mass violence is small, threat assessments remain critical even when they do not lead to that outcome. These assessments may help identify students who are suicidal, experiencing emotional distress, or at risk of engaging in other forms of violence, such as assault.

The district’s threat assessment protocol includes a list of guiding questions designed to gather relevant background information, including:

- Questions for the victim
- Questions to guide the school administrator
- Criminal history questions

- Questions regarding affiliations
- Weapons-related questions
- Questions concerning relationships, employment, and life circumstances
- Questions directed to the individual posing the threat

The protocol also includes a STAT (School Threat Assessment Team) documentation sheet.

CONFIDENTIALITY, SAFETY, AND MENTAL HEALTH LAWS

Uses and Disclosures to Avert a Serious Threat to Health or Safety

Under the Family Educational Rights and Privacy Act (FERPA) and related safety provisions (34 CFR Part 99, Subpart D), an educational agency or institution may disclose personally identifiable information from education records when necessary to protect the health or safety of students or other individuals.

An educational agency or institution may disclose such information to appropriate parties, including parents of an eligible student, if knowledge of the information is necessary to protect health or safety during an emergency.

Nothing in FERPA prevents an educational agency or institution from:

1. Including in a student's education records appropriate information concerning disciplinary action taken for conduct that posed a significant risk to the safety or well-being of the student or others
2. Disclosing such information to teachers and school officials within the agency who have legitimate educational interests in the behavior of the student
3. Disclosing such information to teachers and school officials in other schools who have legitimate educational interests in the student's behavior

In determining whether a health or safety emergency exists, an educational agency or institution may consider the totality of the circumstances. If there is an articulable and significant threat to health or safety, the agency may disclose information to any person whose knowledge is necessary to protect individuals from harm. If there is a rational basis for the determination based on the information available at the time, the Department of Education will not substitute its judgment for that of the educational agency or institution.

Instructional Continuity Plan

The Instructional Continuity Plan (ICP) for High Desert School serves as a formal framework to ensure that all students continue to receive equitable access to instruction, student supports, and essential services during natural disasters or emergency situations that disrupt normal school operations. In accordance with Senate Bill 153 (Chapter 38, Statutes of 2024), this plan aligns with California Education Code Section 32282 and affirms the district's commitment to maintaining academic continuity while addressing students' social-emotional, mental health, and wellness needs during periods of disruption.

Upon completion, review, and adoption, the ICP will be fully incorporated into the Local Educational Agency's Comprehensive School Safety Plan (CSSP) no later than July 1, 2025, as required by law. A locally adopted CSSP that includes this ICP is a required condition for approval of a Form J-13A waiver request beginning in the 2026–27 fiscal year.

This Instructional Continuity Plan reflects High Desert School's proactive approach to emergency preparedness, continuity of learning, and the protection of student well-being, ensuring the school community is prepared to respond effectively and equitably under all circumstances.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on January 29, 2026 and adopted by High Desert School on February 12, 2026

to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

In response to any significant loss or disruption caused by a natural disaster affecting students and staff within the Acton-Agua Dulce Unified School District, this Learning Continuity Plan has been developed to support the safe and timely continuation of instruction and services.

At the core of this plan is the goal of returning to in-person instruction as quickly as possible, once AADUSD is able to meet all required conditions for reopening. This plan is grounded in the expectation that the vast majority of students will return to in-person learning as soon as it is feasible and safe to do so, while also ensuring continued access to an Emergency Home Learning Plan for students who are unable to return to campus due to loss of housing, displacement, or health conditions that prevent a timely return to Acton-Agua Dulce.

Pending Governing Board approval, if weather, environmental, or infrastructure conditions change such that the Conditions for Reopening are no longer met, this same Learning Continuity Plan will remain in effect, with adjusted timelines as necessary to ensure student safety, instructional continuity, and equity of access.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, High Desert School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

In the event of an emergency that disrupts school operations, High Desert School will engage with all pupils and their families as soon as practicable, but no later than five (5) calendar days following the emergency, consistent with the Acton-Agua Dulce Unified School District Instructional Continuity Plan (ICP). The purpose of this engagement is to ensure timely, clear, and accessible communication; maintain connection between students, families, and school staff; identify and address academic, social-emotional, health, or safety needs; and provide guidance and resources to support continued learning.

Multiple communication channels will be used to reach families, including phone calls, emails, text messages, school website updates, automated messaging systems, outreach by teachers and counselors, and, when safe and appropriate, home visits. Communication will be culturally responsive, trauma-informed, and accessible in families' primary languages, consistent with districtwide ICP expectations. During engagement, staff will assess each student's safety; access to instructional resources and learning continuity; technology and connectivity needs; physical and mental health needs; access to food or other basic resources; and any accommodations required for disabilities or language barriers. Families requiring immediate assistance will be promptly connected with appropriate school-based, district, or community resources.

Roles and responsibilities for engagement are clearly assigned. The principal or site administrator oversees implementation of the engagement protocol, approves communication messaging, assigns staff responsibilities, and coordinates district support. Counselors and social workers conduct needs assessments, provide social-emotional support, make referrals, and monitor students identified as high-risk. Teachers are responsible for initiating contact with assigned students and families, communicating instructional expectations and supports, and reporting concerns to site administration. Office and support staff assist with outreach, translation, technology access, and documentation. District emergency response and information technology staff support systemwide communication and ensure continuity of connectivity, while community liaisons and interpreters provide language access and assist families with resource navigation.

If families cannot be reached after multiple documented attempts using varied methods, staff will collaborate to identify potential risks. When necessary, and in coordination with district leadership and appropriate authorities, home visits or welfare checks may be initiated. This protocol ensures that all pupils and families remain connected to High Desert School, supported academically and emotionally, and able to access essential services and resources during and following an emergency disruption.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- School Portal-FinalSite

Multiple communication channels will be used to reach families, including phone calls, emails, text messages, school website updates, automated messaging systems, outreach by teachers and counselors, and, when safe and appropriate, home visits. Communication will be culturally responsive, trauma-informed, and accessible in families' primary languages. During engagement, staff will assess each student's safety, access to instructional resources, technology needs, physical and mental health needs, access to food or other basic resources, and any accommodations required for disabilities or language barriers. Families requiring immediate assistance will be connected promptly with school, district, or community resources.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of unforeseen circumstances that disrupt normal instructional continuity or interfere with access to technology and communication systems—such as power outages, infrastructure damage, or limited internet or cellular service—High Desert School shall activate an alternative communication and instructional delivery plan to maintain student engagement and provide essential updates to families and staff, consistent with the Acton–Agua Dulce Unified School District Instructional Continuity Plan (ICP).

When digital learning platforms or technology-based communication systems are unavailable or unreliable, the school may implement the following strategies:

Alternative Communication Methods

- a. Use of landline phone communication when available
- b. Distribution of written notifications via mail, community bulletin boards, or district-approved posting locations.
- c. Collaboration with local agencies to broadcast emergency updates via radio or community emergency alert systems.
- d. Use of school signage and designated information stations for community pickup or drop-off.

Instructional Delivery Adaptations

- a. Provide printed instructional packets, workbooks, and materials designed to cover multiple instructional days or weeks.
- b. Establish designated pickup and drop-off times and locations for instructional materials that prioritize student and family safety.
- c. Ensure assignments include clear directions that allow students to complete work independently with minimal or no technology use.
- d. Offer optional telephone check-ins for academic or social-emotional support when permissible.

Staff Roles and Support

- a. Teachers and staff shall follow predetermined emergency communication and instructional continuity protocols.
- b. The school shall provide families with clear instructions regarding how to access support, return completed assignments, and request additional instructional materials.

Continuous Review and Flexibility

- a. The school shall regularly evaluate the duration and severity of the disruption and adjust communication and instructional delivery methods as needed.
- b. Upon restoration of technology or communication systems, digital communication and instructional platforms shall resume immediately, and families shall be notified.
- c. The goal of these contingency plans is to ensure instruction, family engagement, and student well-being remain supported even when traditional or digital systems are unavailable or compromised.

The goal of these contingency plans is to ensure instruction, family engagement, and student well-being remain supported even when traditional or digital systems are unavailable or compromised.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

High Desert School is committed to identifying and addressing the diverse social-emotional, mental health, and academic needs of all pupils during periods of instructional disruption. The school shall implement a tiered and equitable system of support to ensure that every student has access to appropriate services, accommodations, and interventions, regardless of instructional setting.

1. Identification and Monitoring of Student Needs

- a. Teachers and staff shall monitor student engagement, attendance, behavior, and work completion as early indicators of need.
- b. Check-ins, surveys, and wellness screeners may be utilized to identify students requiring additional academic, social-emotional, or mental health support.
- c. Communication with parents and guardians shall be prioritized to gain insight into challenges that may be impacting student success.
- d. Students with identified disabilities, health concerns, or trauma-related risk factors shall be proactively monitored and supported.

2. Social-Emotional and Mental Health Support

- a. School counselors, psychologists, and mental health providers shall offer virtual or phone-based check-ins, counseling services, and crisis referrals as appropriate.
- b. Social-emotional learning (SEL) mini-lessons and coping strategies shall be embedded into instructional routines to promote emotional regulation and resilience.
- c. Families shall be provided with information about community-based mental health resources, including counseling agencies and crisis hotlines.
- d. Staff shall utilize trauma-informed and culturally responsive practices to reduce stress, maintain connections, and support student well-being.

3. Academic and Instructional Support

- a. Differentiated instructional materials, accommodations, modifications, and assistive technology shall continue to be provided for students with Individualized Education Programs (IEPs), Section 504 Plans, and English Learner (EL) status, consistent with legal requirements.
- b. Academic intervention services may be delivered virtually, in small-group formats, or through paper-based instructional materials when necessary.
- c. Progress monitoring tools, rubrics, and regular check-ins shall be used to assess student learning and ensure academic growth over time.
- d. Students may access additional academic support through tutoring, virtual office hours, or telephone-based assistance when available.

4. Accessibility and Equity Measures

- a. Instructional materials shall be designed to support multiple learning styles, varied home environments, and diverse communication needs.
- b. Translation and interpretation services shall be provided for families requiring language assistance.
- c. Students who lack access to safe or quiet learning environments may be provided with flexible schedules, alternative assignments, or individualized support plans.

5. Family and Caregiver Partnership

- a. Families and caregivers shall receive guidance on establishing supportive home routines, monitoring student well-being, and accessing school-based and district supports.
- b. Communication with families shall be regular, trauma-sensitive, multilingual, and focused on collaboration and problem-solving.

This coordinated approach ensures that all students, including vulnerable and high-needs populations, receive ongoing, responsive support that promotes academic success, emotional safety, and overall well-being throughout any period of instructional disruption.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, High Desert School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

High Desert School will provide access to in-person or remote instruction as soon as practicable, but no later than 10 instructional days following an emergency or school disruption. The instructional continuity timeline shall begin immediately upon confirmation that an emergency has disrupted normal school operations.

When an emergency occurs, school and district leadership will activate the emergency response plan and communicate with staff and families as soon as possible to confirm that school operations have been interrupted. Within the first 24 hours, an official notification will be sent to families and staff outlining the nature of the emergency, the anticipated impact on school operations, and the timeline for future updates. During this initial period, administrators and instructional staff will begin assessing available instructional options, technology needs, and student support requirements.

Within 48 to 72 hours, the school will evaluate instructional capacity by confirming staff availability, identifying technology resources, and determining student needs, including access to devices, internet connectivity, and services for students with disabilities or language needs. Staff will begin preparing instructional materials, digital platforms, and communication systems to support virtual, hybrid, or printed-packet-based instruction, as appropriate.

By days five through seven, the school will finalize the temporary instructional model and communicate clear instructions to students and families, including schedules, expectations, and procedures for accessing instructional materials or technology support. Devices, printed packets, hotspot connectivity, and other necessary instructional resources will be distributed as needed. Training and support will be provided for staff, students, and families when instructional methods differ from normal operations.

Instruction shall begin no later than the 10th instructional day following the disruption, regardless of whether learning is delivered in person, remotely, or through temporary independent study packets. Attendance, grading, and academic expectations will resume in accordance with the District Instructional Continuity Plan and applicable state requirements.

If full instructional programming cannot yet be restored due to ongoing hazards or infrastructure limitations, High Desert School will implement an approved temporary instructional model, such as emergency independent study packets, phone-based academic support, limited cohort learning, or hybrid instruction, until full access is restored. All measures will remain aligned with state instructional requirements to the greatest extent practicable, while prioritizing student safety, equity, and continuity of learning.

Roles and Responsibilities for Instructional Timeline Implementation

To ensure that instruction resumes within the required 10 instructional days following an emergency, specific roles and responsibilities are assigned as follows:

District and School Administration

- a. Lead activation of the Instructional Continuity Plan and oversee timeline compliance.
- b. Determine the level and duration of instructional disruption and provide official authorization for plan implementation.
- c. Communicate emergency updates and instructional plans to families, staff, and community partners in a timely and accessible manner.
- d. Coordinate with the technology department, facilities team, and external agencies to assess operational capacity and identify barriers.
- e. Ensure equitable distribution of instructional materials, devices, and student support services.

School Principal and Incident Command Team

- a. Direct and monitor daily implementation tasks to ensure instruction resumes no later than 10 instructional days after the emergency.
- b. Clarify staffing assignments, instructional model expectations, and safety procedures.
- c. Lead needs assessments to identify student and staff access requirements.
- d. Provide staff support, troubleshooting, professional guidance, and emergency adjustments as needed.

Teachers and Instructional Staff

- a. Prepare instructional materials, digital content, lesson plans, or printed packets in a timely manner.
- b. Communicate directly with students and families regarding how and when instruction will resume.
- c. Provide reasonable accommodations and modifications for students with IEPs, Section 504 Plans, English Learners, and students requiring additional academic or behavioral support.
- d. Maintain documentation of student engagement, communication, and instructional readiness.

Technology Department / IT Support

- a. Assess and report device and internet access needs among students and staff.
- b. Prepare, distribute, and track devices and hotspots as needed for instructional access.
- c. Provide technical assistance to staff, students, and families before and during activation of remote learning.
- d. Ensure instructional platforms are accessible, functional, and secure.

Support Providers (Counselors, Psychologists, Health Staff, Intervention Teams)

- a. Assist in identifying students who require specialized support due to disability, mental health, trauma, language needs, or medical conditions.
- b. Provide or coordinate remote or alternative support services, check-ins, and referrals as appropriate.
- c. Share resources with families to support student well-being and engagement during the disruption.

Parents and Guardians

- a. Stay informed through school communications and contact the school with questions or concerns.
- b. Support student participation by ensuring access to materials or notifying the school if barriers arise.
- c. Assist students with routines, communication, and returning completed learning materials when applicable.

Students

- a. Follow communication and instructional guidance provided by staff and caregivers.

- b. Participate in learning through the designated instructional model, whether in person, virtual, or packet-based.
- c. Communicate challenges or needs to teachers or trusted adults as soon as possible.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

In determining whether conditions have been met to safely resume in-person instruction, High Desert School will follow the Acton-Agua Dulce Unified School District Instructional Continuity Plan (ICP) and will coordinate with district leadership, local emergency response agencies, and public health authorities as appropriate.

The following site- and district-specific considerations will guide decision-making:

Authorization to Reopen

Final authorization to resume in-person instruction will be made by the Superintendent or designee in coordination with site administration, based on safety assessments, district operational readiness, and guidance from local and state agencies.

Facilities and Safety Inspections

District Facilities and Maintenance staff will conduct inspections to confirm that classrooms, restrooms, food service areas, and common spaces are safe, accessible, and ready for student occupancy.

Health and Environmental Clearance

When applicable, reopening decisions will be informed by guidance from the Los Angeles County Department of Public Health, air quality authorities, and emergency management agencies to ensure conditions are safe for students and staff.

Instructional Readiness

The school will confirm that instructional spaces, materials, technology systems, and student services are fully operational to support equitable access to instruction for all students, including students with disabilities, English learners, and students requiring health or behavioral supports.

Transportation and Access

District transportation routes, arrival and dismissal procedures, and safe ingress and egress will be reviewed to ensure students can safely return to campus.

Communication with Families and Staff

Families and staff will be notified promptly of reopening decisions, expectations, schedules, and any modified procedures using district-approved communication systems, consistent with the ICP.

Alternative Sites or Phased Return (If Needed)

If the primary campus cannot immediately support full in-person instruction, the district may implement alternative arrangements

such as temporary instructional sites, phased grade-level returns, or hybrid models until full operations are restored. High Desert School's alternate site is the Vasquez High School gym and library.

In-person instruction will resume only when these conditions collectively support student safety, staff readiness, and continuity of learning, in alignment with the District's Instructional Continuity Plan and Comprehensive School Safety Plan.

Remote Instruction

Plans for remote instruction.

As required, High Desert School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Independent Study Access and Emergency Home Learning Plan

Acton-Agua Dulce Unified School District will promote access to Independent Study Program written agreements at the beginning of each school year to ensure schools are prepared to pivot quickly and lawfully to alternative instructional models when necessary due to an emergency or natural disaster.

Emergency Home Learning Plan Summary

In response to any unforeseen emergency or natural disaster, Acton-Agua Dulce Unified School District has established an Emergency Home Learning Plan that may be activated as needed during the event. This plan is intended to support students and families who reside in affected areas or who have prevailing health conditions that make a return to in-person instruction difficult or unsafe.

The Emergency Home Learning Plan is designed to ensure students continue to have access to instructional materials and are able to make academic progress toward course goals during periods of disruption.

Families must contact the school attendance office to communicate the anticipated duration of absences. The attendance office will appropriately code student participation in emergency home learning for applicable school days.

While emergency home learning is primarily applicable to secondary students in grades 7–12, students at all grade levels will be expected to engage in essential instructional assignments. Assignments will be graded and submitted through Google Classroom, Acellus, or other district-approved platforms, as applicable.

At the secondary level, students participating in emergency home learning are those who are unable to attend in-person instruction due to circumstances directly related to the emergency event.

Emergency Home Learning Plan: Transitional Kindergarten–Grade 6

Transitional Kindergarten / Kindergarten

- Reading: 20 minutes daily — Read aloud with an adult or listen to audiobooks (Storyline Online), Complete 40 minutes weekly on i-Ready Reading
- Math: 20 minutes daily — Practice number recognition, counting, and math concepts with an adult, Google Classroom assignments, or i-Ready Math
- Writing: 10 minutes daily — Practice writing uppercase and lowercase letters, numbers, and name
- Enrichment: LEGO® activities, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

Grades 1–2

- Reading: 30 minutes daily — Read aloud with an adult, read independently, or listen to audiobooks (Storyline Online), Complete 40 minutes weekly on i-Ready Reading

- Math: 30 minutes daily — Practice number sense and math facts with an adult or via Google Classroom, Complete 40 minutes weekly on i-Ready Math
- Writing: 20 minutes daily — Maintain a daily journal (Journal Prompt Suggestions)
- Enrichment: LEGO® activities, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

Grades 3–4

- Reading: 45 minutes daily — Read aloud, read independently, or listen to audiobooks (Storyline Online), Complete 40 minutes weekly on i-Ready Reading
- Math: 45 minutes daily — Practice math skills with an adult or via Google Classroom, Complete 40 minutes weekly on i-Ready Math
- Writing: 30 minutes daily — Daily journal writing (Journal Prompt Suggestions)
- Enrichment: LEGO® activities, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

Grades 5–6

- Reading: 60 minutes daily — Read independently or listen to audiobooks (Storyline Online), Complete 40 minutes weekly on i-Ready Reading
- Math: 60 minutes daily — Practice math skills with an adult or via Google Classroom, Complete 40 minutes weekly on i-Ready Math
- Writing: 45 minutes daily — Daily journal writing (Journal Prompt Suggestions)
- Enrichment: LEGO® activities, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

Digital Learning Resources (For Students With Internet Access)

Students may log into their AADUSD Clever account to access district-approved learning applications. Families should ensure the student's school email and password are entered correctly. If login information is needed, families may submit a technology support ticket through the district website.

Available learning applications include, but are not limited to:

- IXL
- Everyday Math Games
- Listenwise
- Typetastic
- Typing Agent
- Code.org
- 99 Math

Emergency Home Learning Plan: Grades 7–12

Grades 7–8

- Students will access Google Classroom for each course and complete essential assignments posted by teachers.
- Assignments must be submitted according to posted due dates.
- Instruction is designed to provide continued access to course content and support academic progress.
- Complete 40 minutes weekly on i-Ready Reading
- Complete 40 minutes weekly on i-Ready Math

Grades 9–12

- Students will access Google Classroom for each course and complete essential assignments posted by teachers.
- Assignments must be submitted according to posted due dates.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Methods for distributing digital and non-digital materials

In alignment with the Acton-Agua Dulce Unified School District Instructional Continuity Plan (ICP), High Desert School will ensure that all students have equitable access to instructional materials during periods of remote or alternative instruction.

Instructional materials will be distributed using multiple methods to meet the diverse needs of students and families, including:

Digital Materials

Students will access digital instructional materials through district-approved learning management systems, online platforms, and instructional applications. Materials may include assignments, instructional videos, assessments, and teacher-created resources. Technical support will be provided to assist families with access and use.

Non-Digital / Printed Materials

When digital access is limited or unavailable, the school will provide printed instructional packets, workbooks, or alternative materials that align with grade-level standards and instructional goals. Packets will include clear instructions and may cover multiple instructional days.

Distribution Procedures

Materials may be distributed through scheduled on-campus pickup times, district-designated distribution sites, delivery through school or district staff when appropriate, or other safe and accessible methods as determined by the district and site administration.

Equity and Accessibility

Materials will be adapted as needed to ensure access for students with disabilities, English learners, and students requiring accommodations. Translation services, modified formats, assistive technology, and alternative instructional supports will be provided in accordance with IEPs, 504 Plans, and language-access requirements.

Ongoing Review and Replacement

The school will monitor student access to materials and will replace, update, or redistribute materials as needed to ensure continued participation and instructional continuity.

These methods ensure that all students, regardless of access to technology or home circumstances, are able to engage meaningfully in instruction during emergency conditions, consistent with state requirements and district expectations for equity and access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

In alignment with the Acton-Agua Dulce Unified School District Instructional Continuity Plan (ICP), High Desert School will ensure that all students are able to access, complete, and submit schoolwork during periods of remote or alternative instruction.

Access to schoolwork will be provided through the following platforms and processes:

Digital Access to Assignments

When technology is available, teachers will post assignments, instructional materials, and due dates through district-approved digital platforms and learning management systems. Assignments may include a combination of independent practice, interactive

activities, assessments, and teacher-guided instruction.

Submission of Schoolwork

Students may submit completed work through digital platforms, email, or other district-approved electronic methods. For students utilizing non-digital instructional materials, completed assignments may be returned during scheduled material drop-off times, through designated collection sites, or via alternative arrangements communicated by the school.

Flexibility and Accessibility

Submission timelines and formats will allow flexibility to account for varying home circumstances, access to technology, and individual student needs. Alternative submission methods will be provided for students who experience barriers to digital access.

Support for Students with Disabilities and English Learners

Assignments and submission processes will include accommodations, modifications, and language supports as required by students' IEPs, 504 Plans, and English learner needs. Teachers and support staff will collaborate to ensure expectations are clear, accessible, and achievable.

Communication and Feedback

Teachers will provide regular feedback on submitted work and communicate expectations through multiple channels to support student understanding and engagement. Families will be informed of how to access assignments, submit work, and request assistance if challenges arise.

Monitoring Access and Participation

School staff will monitor student access to schoolwork and submission patterns. Students who are unable to access or submit work consistently will be identified early and provided additional outreach, support, or alternative options as needed.

These processes ensure that all students at High Desert School are provided equitable, consistent access to schoolwork and meaningful opportunities to demonstrate learning during periods of remote or disrupted instruction, in alignment with state law and district guidance.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

High Desert School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In such circumstances, the following procedures will apply:

Eligibility for Temporary Reassignment

Temporary reassignment to Vasquez High School may be considered when in-person instruction at High Desert School cannot be safely or feasibly provided due to emergency conditions, infrastructure damage, staffing limitations, or prolonged access restrictions. High Desert School is the relocation site for Meadowlark Elementary School and Vasquez High School. Both the MPR and the Library may be used to support students who need to be on campus to access the curriculum.

Coordination with District and Partner Agencies

The Acton-Agua Dulce Unified School District, in coordination with High Desert School, will work with neighboring school districts, county offices of education, and charter schools, as appropriate, to identify potential temporary placement options for affected students.

Family Notification and Support

Families will be informed of temporary reassignment options as soon as practicable. School staff will assist families by providing information regarding available sites, enrollment procedures, timelines, transportation considerations (if applicable), and instructional continuity.

Enrollment and Records Transfer

When a temporary reassignment occurs, High Desert School will coordinate with the receiving LEA or school to facilitate the timely transfer of necessary student records, including enrollment information, attendance records, special education documentation, and health information, in compliance with FERPA and applicable state laws.

Students with Disabilities and Special Populations

For students with IEPs, 504 Plans, English learner needs, or other identified supports, the school and district will collaborate with the receiving entity to ensure continuity of required services and accommodations to the greatest extent practicable.

Duration and Transition Back

Temporary reassignment arrangements are intended to be short-term and will remain in effect only until High Desert School is able to safely resume in-person or approved alternative instruction. Families will be notified of timelines and procedures for transitioning students back to High Desert School when conditions allow.

Equity and Voluntary Participation

Temporary reassignment will be offered as an option to families when appropriate and will not be required if alternative instructional models are available through the district. All decisions will prioritize student safety, equity, and continuity of learning.

These procedures ensure that, during extended emergencies, students and families have access to safe instructional options while maintaining clear communication, continuity of services, and alignment with district and state requirements.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

High Desert School will implement clear, timely, and consistent communication protocols to ensure that families, students, staff, and faculty receive accurate and accessible information during any emergency or disruption to normal school operations. Communication efforts are designed to maintain instructional continuity, reduce confusion, support student well-being, and ensure equitable access to information.

Communication Methods

Multiple communication channels will be used to reach all stakeholders, including:

- District and school automated messaging systems (phone calls, emails, and text messages)
- School and district websites
- Staff and family email communications
- Teacher-to-student and teacher-to-family outreach
- Parent Portal notifications
- Social media platforms, when appropriate
- Translation and interpretation services for families whose primary language is not English
- Alternative communication methods (printed notices, phone outreach, or home visits) if digital access is unavailable or limited

Communication Timelines and Frequency

Initial Notification:

Within 24 hours of an emergency or disruption, families and staff will receive an initial communication confirming the disruption, outlining known impacts on school operations, and providing information on next steps and timelines for future updates.

Ongoing Updates:

Updates will be provided regularly, at minimum every 48–72 hours, or more frequently as conditions change. Communications will include instructional expectations, access to learning platforms or materials, and available student supports.

Instructional Launch Communication:

Prior to the start or resumption of instruction, families and students will receive clear guidance regarding schedules, instructional models (in-person, remote, hybrid, or packet-based), attendance expectations, grading practices, and how to access materials or technology support.

Individual Outreach:

Teachers, counselors, and support staff will conduct direct outreach to students and families, particularly those identified as high-need, difficult to reach, or requiring additional support.

Roles and Responsibilities

- Principal / Site Administration - Oversees communication protocols, approves messaging, ensures alignment with district guidance, and coordinates site-level communication efforts.
- District Administration - Supports systemwide messaging, emergency notifications, translation services, and coordination across sites.
- Teachers - Communicate directly with students and families regarding instructional expectations, assignments, schedules, and student progress.
- Counselors, Social Workers, and Support Staff - Provide targeted outreach, conduct wellness check-ins, share support resources, and report concerns related to student engagement or well-being.
- Office and Support Staff - Assist with maintaining contact lists, documenting outreach attempts, providing technical assistance, and supporting multilingual communication.

Accessibility and Equity

All communication will be:

- Trauma-informed and culturally responsive
- Accessible to families with disabilities
- Available in families' primary languages whenever possible
- Designed to minimize barriers for students and families experiencing housing instability, limited connectivity, or other challenges

Documentation and Follow-Up

All communication attempts, including unsuccessful contact efforts, will be documented. If families cannot be reached after multiple attempts using various methods, staff will collaborate to determine appropriate next steps, which may include additional outreach strategies or coordination with district leadership and community agencies.

These communication protocols ensure that High Desert School maintains strong, consistent connections with students, families, and staff, supporting instructional continuity and student success during any period of disruption.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

High Desert School will maintain technological readiness to support a rapid transition from in-person instruction to remote learning through independent study when necessary. The school's technology systems, devices, platforms, and support structures are designed to ensure continuity of instruction, equitable access, and compliance with applicable Education Code requirements.

Educator and Student Readiness

- Staff and students will maintain familiarity with district-approved learning management systems and digital instructional tools used during regular instruction.
- Teachers will maintain access to digital curriculum, instructional resources, assessment tools, and student communication platforms to ensure instructional continuity.
- Professional learning and technical guidance will be provided to staff to support effective remote instruction and independent study implementation.

Independent Study Program Access

- Early access to Independent Study Program Written Agreements will be made available to families when a pivot to remote instruction is anticipated or required, in alignment with Education Code sections 51747 and 51749.5.
- Agreements will clearly outline instructional expectations, student responsibilities, teacher contact requirements, and methods for submitting completed work.
- School administration will coordinate the timely distribution, collection, and documentation of independent study agreements.

Access to Assignments and Academic Resources

- Students will access assignments, instructional materials, and academic resources through district-approved online platforms.
- When digital access is limited or unavailable, printed instructional materials will be provided to ensure uninterrupted learning.
- Teachers will provide clear instructions for accessing lessons, submitting assignments, and receiving feedback.

Devices and Connectivity

- The school, in coordination with the district, will assess device and internet access needs among students and staff.
- District-issued devices and mobile hotspots will be distributed as needed to support remote instruction.
- Device inventory, assignment, and tracking will be managed by the Technology Department to ensure accountability and equitable access.

Instructional Platforms and Systems

- District-approved online instructional platforms will be used for lesson delivery, assignment submission, communication, and progress monitoring.
- Systems will be maintained to ensure data security, student privacy, and compliance with state and federal regulations.
- Technical support will be available to assist staff, students, and families before and during remote instruction.

Technical Support and Troubleshooting

- The Technology Department will provide guidance, troubleshooting, and technical assistance through helpdesk services, direct support, and instructional resources.
- Families will receive clear instructions on how to request support for device issues, connectivity challenges, or platform access.

Continuous Monitoring and Improvement

- Technology readiness will be reviewed regularly to identify gaps, address emerging needs, and improve response time during transitions.
- Feedback from staff, students, and families will be used to strengthen systems and support future instructional pivots.

Through these measures, High Desert School ensures that educators and students are prepared, supported, and equipped to transition effectively to remote instruction or independent study while maintaining access, equity, and instructional quality.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction and Assessment

High Desert School will prioritize high-quality, standards-aligned instruction and meaningful assessment during any period of instructional disruption. Instructional planning will focus on essential learning standards, continuity of academic progress, and equitable access to support for all students.

Prioritization of Essential Learning

- Instruction will prioritize essential grade-level standards in English Language Arts, Mathematics, Science, and other core content areas.
- Teachers will identify and emphasize key learning objectives necessary for student progression and long-term academic success.
- Instructional pacing and workload will be adjusted to reflect the instructional model (in-person, remote, hybrid, or independent study) while maintaining rigor and coherence.

Standards-Aligned Instruction

- All instruction will remain aligned with California state standards and district-adopted curriculum.
- Teachers will use district-approved instructional materials, digital resources, and evidence-based practices to deliver instruction.
- Lessons will be designed to be accessible, inclusive, and adaptable to varied learning environments and student needs.

Monitoring Student Progress

- Teachers will monitor student progress through formative assessments, assignments, projects, quizzes, and observations.
- Progress monitoring tools may include digital platforms, rubrics, checklists, work samples, and teacher-student conferences.
- Teachers will maintain regular documentation of student participation, engagement, and academic progress in accordance with district expectations.

Assessment Practices

- Assessment practices will be flexible and developmentally appropriate, taking into account the instructional setting and student access.
- When applicable, assessments may be administered digitally, through submitted work samples, or via alternative formats.
- Feedback will be provided regularly to support student learning and guide instructional adjustments.

Additional Academic Support

To support student success, High Desert School will provide additional academic supports whenever possible, including:

- Targeted tutoring and intervention services
- Scheduled check-ins with teachers or support staff
- Virtual or in-person office hours
- Small-group instruction or reteaching sessions
- Supplemental instructional materials or practice opportunities

Support for Diverse Learners

- Students with disabilities, English learners, and students requiring additional academic or behavioral support will continue to receive appropriate accommodations, modifications, and services as outlined in IEPs, 504 Plans, and language support plans.
- Instructional staff will collaborate with special education providers, intervention teams, and counselors to ensure continuity of services to the greatest extent practicable.

Through these instructional and assessment practices, High Desert School ensures that learning remains focused, measurable, supportive, and equitable, even during periods of disruption, while maintaining alignment with district and state instructional expectations.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

High Desert School is committed to ensuring equitable access to instruction, instructional materials, and student supports for all pupils during any period of instructional disruption. The school will implement intentional, inclusive practices to ensure that no student is excluded from learning due to disability, language, housing status, technology access, or other barriers.

Equitable Access to Instructional Resources

- All students will have access to standards-aligned instructional materials, whether instruction is delivered in person, remotely, or through alternative methods.
- The school will provide district-issued devices, learning materials, and connectivity support as needed to ensure students can participate in instruction.
- Printed instructional materials will be provided when digital access is limited or unavailable.

Students with Disabilities

- Students with Individualized Education Programs (IEPs) or 504 Plans will continue to receive accommodations, modifications, and services to the greatest extent practicable.
- Special education staff will collaborate with general education teachers to adapt instruction and materials to meet individual student needs.
- Related services may be delivered through virtual, in-person, or alternative formats as appropriate and allowable.
- Accessibility features such as speech-to-text, text-to-speech, captioning, and assistive technology will be utilized as needed.

English Learners

- English learners will continue to receive designated and integrated English Language Development (ELD) supports.
- Instructional materials will be linguistically accessible and aligned to students' proficiency levels.
- Translation and interpretation services will be provided for families whose primary language is not English.
- Staff will maintain communication with EL families to support engagement and understanding of instructional expectations.

Students Experiencing Homelessness and Foster Youth

- Students experiencing homelessness or in foster care will receive priority access to instructional materials, technology, meals, and support services.
- The school will coordinate with district liaisons to address barriers related to housing instability, transportation, or access

to learning environments.

- Flexible instructional options, timelines, and assignments will be provided as needed to support continuity of learning.

Accessibility and Inclusion Practices

- Instruction will be designed using universal design principles to support diverse learning styles and needs.
- Flexible scheduling, alternative assignments, and multiple means of engagement will be offered when appropriate.
- Staff will utilize trauma-informed and culturally responsive practices to support student well-being and engagement.

Ongoing Monitoring and Support

- Teachers, counselors, and administrators will regularly monitor student participation, access, and progress.
- Families will be encouraged to communicate barriers or concerns so adjustments can be made promptly.
- Students identified as at risk of disengagement will receive targeted outreach and support.

Through these equity-centered practices, High Desert School ensures that all students—particularly those from vulnerable or historically underserved populations—maintain meaningful access to learning, support services, and school connection, regardless of instructional setting.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

The Coordinator of Special Education Services and the Resource Specialist will collaborate to ensure that all special education services are delivered and that IEP meetings are conducted in compliance with all state and federal requirements. Assessments will be conducted in person or virtually, as appropriate and permissible. Acton-Agua Dulce Unified School District will continue to provide, implement, and monitor all accommodations, services, and Individualized Education Programs (IEPs) and ensure that the Instructional Continuity Plan (ICP) supports the needs of diverse learners.

Students with disabilities will continue to receive special education instruction and related services to the greatest extent practicable through in-person, remote, hybrid, or independent study instructional models. Case managers will maintain regular communication with families to review student progress, monitor IEP goals, determine appropriate service delivery methods, and document services provided. IEP meetings may be conducted in person, virtually, or by phone, as appropriate.

Accommodations and modifications will continue to be implemented, including but not limited to alternative assignments, extended time, modified instruction, virtual therapy or service sessions, and assistive technology. The district and school will maintain compliance with IDEA, California Education Code, and related regulations to the extent safely possible, while prioritizing student access, equity, and continuity of services.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Acton-Agua Dulce Unified School District will align this plan with guidance from California's English Learner Roadmap Policy, including Principle 1: Assets-Oriented and Needs-Responsive Schools, to ensure that instructional continuity is responsive to English learners' strengths, needs, identities, and lived experiences, while supporting their social-emotional health and development.

The district will also apply Principle 4: Alignment and Articulation Within and Across Systems to ensure that instructional continuity for English learners reflects a coherent and articulated set of practices across grade levels, instructional settings, and service delivery models. This alignment will support the development of language(s), literacy, academic skills, and content knowledge necessary for English learners to meet grade-level standards and progress toward reclassification.

English learner students will continue to receive integrated and designated English Language Development (ELD) through in-person,

virtual, or hybrid instruction, including small-group instruction, targeted interventions, and regular teacher check-ins, as appropriate. Instructional materials will be accessible, culturally responsive, and linguistically appropriate, incorporating visual supports, language scaffolds, and translation tools.

Communication with families of English learners will be provided in their primary language whenever possible, and bilingual staff or qualified interpreters will support family outreach, instructional guidance, and access to school and community resources. These measures ensure continuity of instruction, meaningful family engagement, and equitable access to learning opportunities for English learners during any instructional disruption.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Acton-Agua Dulce Unified School District will provide educators with ongoing and regular professional development on the tools, platforms, and instructional strategies necessary to pivot effectively to remote instruction and assessment through independent study when required.

Professional learning will emphasize evidence-based pedagogies that support remote and hybrid learning environments, including effective use of digital platforms, standards-aligned instruction, student engagement strategies, assessment practices, and accessibility tools. The district will also offer targeted training to support virtual classroom management, student accountability, and differentiated instruction in online and blended settings.

These professional development efforts ensure educators are prepared to maintain instructional quality, continuity, and equity for all students during periods of instructional disruption.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

All schools within Acton-Agua Dulce Unified School District will maintain access to physical and mental health services for students during emergency periods. Counseling, behavioral health support, and crisis intervention services may be provided in person, by telephone, or through virtual platforms, as appropriate to the circumstances of the emergency. Services will be delivered in a culturally responsive and trauma-informed manner, with multilingual support provided when needed.

In alignment with Education Code Section 32282.1(a) and the Comprehensive School Safety Plan, AADUSD will ensure access to physical and mental health professionals and community intervention professionals, including those who speak languages other than English. The district will coordinate school-based and community resources to support student well-being and continuity of care during periods of disruption.

Each school site is supported by one dedicated social worker to address students' social-emotional and behavioral health needs. In addition, the district high school has two full-time academic counselors on site who provide academic guidance and social-emotional support. These personnel collaborate with administrators, teachers, and families to identify student needs, provide interventions, and connect students with additional supports as necessary.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans will be established to ensure students have continued access to essential medications, potable water, and basic needs supplies during emergency periods, particularly for students with identified medical needs.

The district nurse will work closely with school staff and families to monitor medication needs, coordinate the safe storage and restocking of necessary medications, and identify alternative power sources to support medication refrigeration, medical devices, or other health-related equipment in the event of a power outage. These efforts will support student health, safety, and continuity of care throughout an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Acton-Agua Dulce Unified School District will maintain continuity of essential student support services, including special education, counseling, tutoring, after-school programs, and access to kitchens and food services, during emergency or disaster-related disruptions. When in-person delivery is not feasible, these services will be adapted for online, hybrid, or alternative delivery models to the greatest extent practicable, while prioritizing student safety, equity, and access.

The district will draw upon state and national guidance to support students and families, particularly those experiencing housing instability or food insecurity. The National Center for Homeless Education provides resources to support disaster preparation and recovery for students experiencing homelessness, including best practices for maintaining educational stability and access to services. In "Lessons from Real Life," McKinney-Vento liaisons share firsthand experiences and insights to support recovery efforts for displaced students and families.

To ensure continuity of nutrition services, AADUSD will reference guidance from the California Department of Education regarding Disaster Guidance for Child Nutrition Programs (<https://www.cde.ca.gov/ls/nu/disasterguidance.asp>), as well as resources from the Food Research and Action Center (FRAC), a nonprofit organization dedicated to improving nutrition, health, and well-being for individuals and families facing hunger. FRAC's Guide to Federal Nutrition Programs During Disasters (<https://frac.org/wp-content/uploads/Guide-to-Federal-Nutrition-Programs-During-Disasters-9-2024.pdf>) provides additional direction on maintaining meal access during emergencies.

Additional services—including special education supports, counseling, tutoring, after-school programming, meal distribution, and referrals to community resources—will be adapted for online, hybrid, or alternative delivery when possible. These adaptations ensure continuity of services, reduce barriers to access, and support the academic, social-emotional, and physical well-being of students throughout any period of disruption.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development, review, and implementation of the Instructional Continuity Plan (ICP) will include ongoing collaboration among administrators, teachers, classified staff, parents/guardians, students (as age-appropriate), and technology personnel. This collaborative approach ensures that planning and implementation reflect the diverse perspectives and needs of the school community.

Stakeholder feedback will be gathered through surveys, meetings, advisory groups, and committee discussions, and will be used to inform updates, refinements, and decision-making related to instructional continuity. The collaboration process will emphasize transparency, shared responsibility, and continuous improvement, with a focus on supporting student well-being, equity, and learning success during both emergency and non-emergency periods.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to reopening school sites and returning to in-person instruction following a disruption, Acton-Agua Dulce Unified School District and High Desert School will verify that the following conditions are met. Where necessary, supports and mitigations will be implemented to ensure student and staff safety and operational readiness.

Evacuation orders lifted

Confirmation from local, county, or state authorities that all applicable evacuation or shelter-in-place orders have been lifted for the school community.

Power and utilities functioning

Electrical power, gas, and other essential utilities are restored and stable, or temporary mitigation measures are in place to support safe operations.

Healthy air quality

Air quality meets health and safety standards as determined by local or state agencies. Mitigations may include indoor air filtration, limited outdoor activities, or adjusted schedules if needed.

Access to safe and clean water

Potable water is available for drinking, food service, sanitation, and hygiene, with alternative water sources identified if required.

Campus free from debris and hazards

School grounds, buildings, and access points are inspected and cleared of debris, structural damage, and environmental hazards prior to reopening.

Internet fiber lines connected and functioning

Connectivity is restored to support instructional operations, communication systems, and safety protocols. Temporary alternatives may be used if full service is not immediately available.

Sufficient staffing to cover those affected by fires or other impacts

Adequate certificated and classified staff are available to support supervision, instruction, student services, and campus operations. Temporary reassignments or substitutes may be utilized as needed.

Kitchens operational for meal service

Food service facilities are operational and able to provide meals safely. Alternative meal distribution methods may be implemented if full kitchen operations are delayed.

These conditions will be assessed collaboratively by district leadership, site administration, facilities, and public safety partners. Reopening decisions will prioritize student and staff safety, equity, and continuity of learning, and will be communicated clearly to families and staff.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into High Desert School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of High Desert School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

The ICP is designed to function in coordination with existing CSSP elements, including emergency response procedures, disaster preparedness, student safety protocols, mental health supports, communication systems, and recovery planning. Information contained in the ICP will be reviewed and aligned with other CSSP sections to ensure a cohesive, comprehensive approach to student

safety, instructional continuity, and operational readiness during emergencies or natural disasters.

During the annual review and update of the CSSP, school and district leadership will evaluate the effectiveness of the ICP, including timelines for resuming instruction, communication protocols, access to instructional materials, equity considerations, and supports for vulnerable student populations. Revisions to the ICP will be made as needed to reflect changes in state guidance, district procedures, site capacity, or lessons learned from drills or actual emergency events.

A locally adopted CSSP that includes the ICP is required for approval of a Form J-13A waiver request beginning in fiscal year 2026–27. Accordingly, High Desert School and Acton-Agua Dulce Unified School District will ensure that the ICP is fully integrated, board-approved, and maintained as part of the CSSP to support compliance, continuity of learning, and student well-being during disruptions.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The Instructional Continuity Plan (ICP) will be reviewed annually with educational partners to solicit feedback and inform continuous improvement. Review opportunities will include SSC, HDS Booster Club, and district sub-committee meetings, ensuring input from families, staff, and community stakeholders.

In addition, the ICP will be reviewed annually by the School Site Council (SSC) as part of the ongoing update and approval process for the Comprehensive School Safety Plan (CSSP). Feedback gathered through these reviews will be used to make revisions as needed to ensure the plan remains current, effective, and aligned with state requirements and local school safety priorities.

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan (CSSP) for High Desert School, including the Instructional Continuity Plan (ICP), shall be reviewed, evaluated, and amended on an annual basis in accordance with Education Code Sections 32286–32288 and applicable state guidance. The purpose of this process is to ensure that the plan remains current, effective, compliant with law, and responsive to the evolving needs of students, staff, families, and the community.

Annual Review Process

The CSSP and ICP will be reviewed at least once each year, typically in the spring, to allow for revisions prior to adoption for the following school year. The review process shall include:

- Evaluation of emergency response procedures, disaster preparedness, communication systems, and recovery protocols
- Review of instructional continuity timelines, equity measures, and access to services during disruptions
- Analysis of lessons learned from drills, actual emergency events, after-action reports, or near-miss incidents
- Review of changes in state or federal law, California Department of Education guidance, or district policy

Stakeholder Involvement

- The review and evaluation process will include input from educational partners, as required by law and district practice, including:
 - School administration and district leadership
 - Teachers and classified staff
 - School counselors, psychologists, and support personnel
 - Parents/guardians through PTSO, PTO, and advisory groups
 - Students, when age-appropriate
 - The School Site Council (SSC)

Feedback may be gathered through meetings, surveys, advisory committees, and public input sessions. The process will emphasize transparency, collaboration, and continuous improvement.

Evaluation and Documentation

Following the annual review, recommended revisions will be documented and incorporated into the CSSP and ICP as appropriate.

Documentation may include:

- Meeting agendas and minutes
- Stakeholder feedback summaries
- Updated procedures, timelines, or appendices
- Records of drills, trainings, and emergency exercises

The SSC shall review the CSSP, including the ICP, and make recommendations for approval or revision prior to submission for district and Governing Board consideration.

Amendment Procedures

The CSSP and ICP may be amended at any time outside of the annual review cycle if:

- Conditions at the school site or within the community change
- New hazards or risks are identified
- Significant incidents or emergencies reveal the need for procedural updates
- State, county, or district requirements are revised
- Amendments will be reviewed by site and district administration and, when required, presented to the SSC and Governing Board for approval.

Adoption and Communication

Once approved, the updated CSSP and ICP will be:

- Maintained on file at the school site and district office
- Made available to parents/guardians upon request
- Shared with staff through training, meetings, and emergency preparedness activities

This review, evaluation, and amendment process ensures that High Desert School's Comprehensive School Safety Plan remains a living document, capable of responding effectively to emergencies while supporting student safety, instructional continuity, and overall well-being.

Safety Plan Appendices

Emergency Contact Numbers

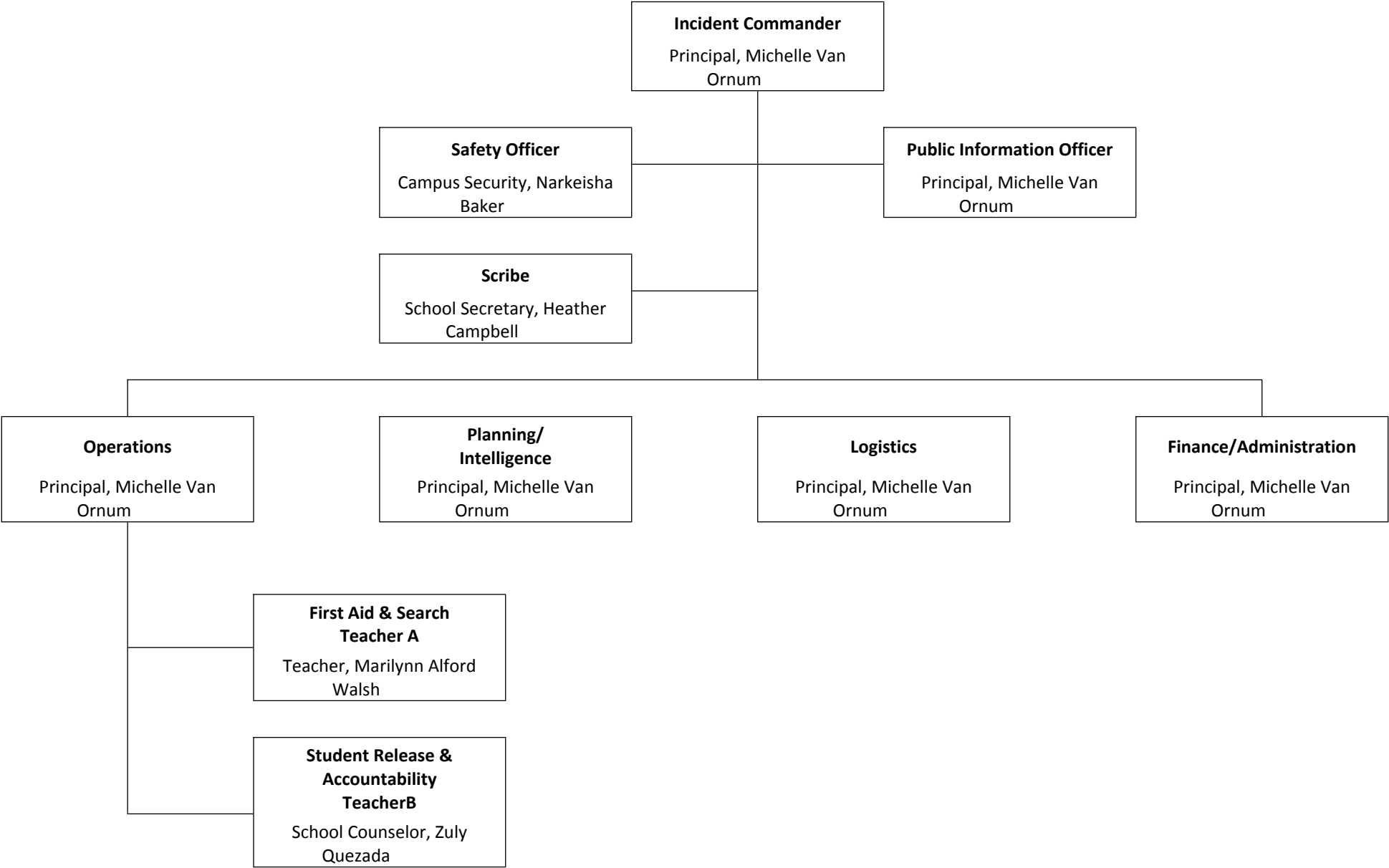
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	911	911	Universal emergency number — police, fire, medical
School District	Acton-Agua Dulce Unified School District	(661) 269-0750	Main District Office
Law Enforcement/Fire/Paramedic	LA County Sheriff – Palmdale Station	(661) 272-2400	Serves Acton, Agua Dulce & surrounding areas; non-emergency police services
Law Enforcement/Fire/Paramedic	CHP – Antelope Valley Area	(661) 743-6060	Non-emergency traffic and highway safety
Law Enforcement/Fire/Paramedic	LA County Fire – Antelope Valley / Lancaster	(661) 940-7700	Fire suppression and emergency medical services
Emergency Services	National Poison Control	(800) 222-1222	24/7 poison advice line
Local Hospitals	Palmdale Regional Medical Center	(661) 382-5000	Local regional hospital
American National Red Cross	American Red Cross Los Angeles Region	(800) 675-5799	Immediate help and shelter support during disasters
Public Utilities	Southern California Edison (SCE)	(800) 611-1911	Report outages / power emergencies
Public Utilities	Southern California Edison (SCE)	(877) 637-3611	Water quality & emergency reporting

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)
Annual review of the Comprehensive School Safety Plan (CSSP), including the Instructional Continuity Plan (ICP), by site administration and school safety team	Annually, Spring Semester (March–May)	Draft CSSP/ICP document; maintained in site administration files and District shared drive; Board approved document posted to site and district website annually
Stakeholder review and feedback of the ICP with educational partners (Booster Club, district sub-committee meetings)	Annually, Spring Semester	Meeting agendas, sign-in sheets, and feedback summaries; stored in school and district meeting records
Review of ICP and related safety components at School Site Council (SSC) meetings	Annually, Spring Semester	SSC agendas, minutes, and approval documentation; SSC binder and District compliance folder
Evaluation of emergency response procedures following drills (lockdown, evacuation, reunification)	Following each scheduled drill	Drill evaluation forms, after-action notes; maintained in site safety binder
Review and update following an actual emergency or significant disruption (e.g., wildfire, power outage, evacuation)	Within 30 days of incident	After-Action Review (AAR), incident reports, corrective action plan; stored with CSSP addenda
Review of communication protocols, family engagement procedures, and instructional access following disruptions	Annually or following emergency	Communication logs, sample messages, ICP engagement documentation; District and site records
Amendment of CSSP/ICP to reflect changes in law, guidance, or district procedures	As required; no later than July 1 annually	Revised CSSP/ICP with change log; District-approved version on file
Governing Board review and approval (if required for updates impacting districtwide policy)	February Board Meeting	Board agenda item, minutes, and approval record; District Office; District and School Site Website
Submission and alignment verification for Form J-13A waiver eligibility	Beginning FY 2026-27, as needed	Approved CSSP including ICP; District compliance documentation

High Desert School 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:

Standardized Emergency Response Management System (SEMS) Overview

The California Standardized Emergency Management System (SEMS) is used by High Desert School to organize and coordinate emergency response in a clear, efficient, and consistent manner. SEMS provides a common framework that enables school staff, district personnel, emergency responders, and community agencies to work together using standardized terminology, roles, and procedures.

High Desert School implements SEMS in alignment with the Incident Command System (ICS) to ensure effective decision-making, communication, and resource management during emergencies, disasters, or major incidents impacting school operations.

SEMS consists of five primary functions, which may be activated fully or partially depending on the nature and scope of the incident. On smaller incidents, one individual may fulfill multiple roles.

1. Command

Purpose: Overall management and decision-making authority during an emergency.

Responsibilities:

- Establish incident priorities with life safety as the top priority
- Activate the Emergency Response Plan and SEMS structure
- Serve as the primary point of coordination with district leadership and emergency responders
- Authorize emergency communications and public information
- Ensure documentation and accountability are maintained

Primary Role at High Desert School:

- Incident Commander (IC): Principal or designee
- Alternates: District Administrator, or Site Designee

2. Operations

Purpose: Direct implementation of tactical response actions to address the emergency.

Responsibilities:

- Implement lockdown, evacuation, shelter-in-place, or reunification procedures
- Supervise student care, accountability, and supervision
- Coordinate medical response and first aid
- Maintain campus safety and security during the incident
- Support classroom teachers and staff during emergency actions

Typical Operations Assignments:

- Student Supervision Teams
- Campus Security/Safety Teams
- Medical Response Team
- Reunification Team

3. Planning / Intelligence

Purpose: Collect, evaluate, and share information to support informed decision-making.

Responsibilities:

- Gather and verify incident information from staff, cameras, radios, and reports

- Maintain situational awareness and incident status updates
- Track student and staff accountability
- Document incident actions, timelines, and decisions
- Prepare projections and recommendations for next steps

Key Roles:

- Intelligence / Information Lead
- Student Accountability Lead
- Scribe / Incident Recorder

4. Logistics

Purpose: Provide resources, services, and support needed to sustain emergency operations.

Responsibilities:

- Manage communications equipment and systems
- Coordinate facilities access, utilities, and emergency supplies
- Arrange transportation and staging areas
- Support medical response logistics and EMS access
- Ensure staff have necessary materials and support

Logistics Support Includes:

- Radios and communication devices
- Emergency kits and supplies
- Facility access (keys, maps, utilities)

5. Finance / Administration

Purpose: Track costs, documentation, and compliance related to emergency response.

Responsibilities:

- Document personnel time and resource use
- Track expenditures and damage assessments
- Maintain records for reimbursement, insurance, or state reporting
- Support after-action review documentation

Primary Responsibility:

- District Office in coordination with site administration

SEMS Activation at High Desert School

- SEMS is activated during emergencies that disrupt normal school operations or require coordination with district or external agencies.
- The level of activation is scalable and flexible.
- All staff are expected to follow assigned roles and directions under the SEMS/ICS structure.
- Training and drills are conducted regularly to ensure readiness and role clarity.

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

Staff shall quickly determine the nature of the emergency based on observation, reports, or alerts. Emergencies may include, but are not limited to:

- Medical emergency or serious injury
- Fire or explosion
- Earthquake or severe weather event
- Wildfire or hazardous air quality
- Active assailant or credible threat
- Bomb threat or suspicious object
- Utility failure (power, water, gas)
- Environmental hazard or infrastructure damage
- Threats posed by students, adults, or unidentified individuals

If there is immediate danger to life, staff shall call 911 first and then notify the school office or administrator as soon as safely possible.

Step Two: Identify the Level of Emergency

The administrator or designee will assess the severity and scope of the emergency to determine the appropriate response level:

Level 1 – Minor Incident

- Limited impact
- Managed at the classroom or site level
- No disruption to overall school operations

Level 2 – Moderate Emergency

- Impacts multiple classrooms or portions of the campus
- Requires coordinated response and partial activation of SEMS/ICS
- May require district notification and limited emergency services

Level 3 – Major Emergency

- Poses significant threat to life or safety
- Requires full activation of SEMS/ICS
- Involves law enforcement, fire, EMS, or public health agencies
- Results in school evacuation, lockdown, shelter-in-place, or closure

Step Three: Determine the Immediate Response Action

Based on the type and level of emergency, the Incident Commander or designee will direct one or more of the following response actions:

- Evacuation – Move students and staff to a safe location when remaining in place is unsafe
- Lockdown – Secure all rooms and remain out of sight during an internal or external threat
- Shelter-in-Place – Remain indoors to avoid environmental hazards (smoke, air quality, chemical exposure)
- Hold / Secure Campus – Restrict movement while maintaining normal classroom operations
- Medical Response – Provide first aid and coordinate emergency medical services

Staff shall immediately implement the directed response and continue supervision and accountability of students.

Step Four: Communicate the Appropriate Response Action

Clear, timely communication is essential during an emergency.

- The Incident Commander will activate the appropriate communication method (PA system, radios, mass notification, phone tree).
- Staff will follow all instructions provided and not initiate independent actions unless necessary to protect life.
- Families will be notified through district-approved communication systems with verified information and guidance.
- All emergency communications to media or the public will be coordinated through the District Office or authorized Public Information Officer.

Documentation of actions taken, communications made, and student accountability will be maintained throughout the incident.

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft Crash

An aircraft crash may include a fixed-wing aircraft, helicopter, drone, or other airborne object impacting or threatening the campus or surrounding area.

Immediate Actions

If an aircraft crash is observed, reported, or suspected:

1. Call 911 immediately
 - Report the aircraft crash or falling debris
 - Provide school name, address, and exact location of impact or observed hazard
2. Notify the Principal or designee (Incident Commander)
 - Activate the Emergency Response Plan and SEMS/ICS structure
3. Implement Protective Action as directed:
 - Evacuate if there is fire, fuel spill, or structural danger and a safe route exists
 - Shelter-in-Place if debris, smoke, or hazardous materials are present
 - Lockdown only if directed by law enforcement due to secondary threats

Classroom Staff Responsibilities

- Remain calm and provide clear direction to students
- Take emergency roster and emergency folder if evacuating
- Keep students together and accounted for at all times
- Close doors and windows if sheltering-in-place
- Do not allow students or staff to approach crash debris
- Follow all instructions from administration and emergency responders

Administrative / Incident Command Responsibilities

- Establish Incident Command Post
- Coordinate with: Los Angeles County Sheriff, Fire Department, Emergency Medical Services, District Office
- Assess campus damage, air quality, fire risk, and utility safety
- Determine need for evacuation, early dismissal, or reunification
- Secure perimeter and restrict access to impacted areas

Medical Response

- Provide first aid only if safe to do so
- Do not move injured individuals unless necessary to prevent further harm
- Coordinate triage and transport with EMS
- Document injuries and actions taken

Communication

- Notify District Office immediately
- Parents/guardians will be notified through district-approved communication systems
- Do not release information to media; all media inquiries are directed to the District Public Information Officer

Student Release / Reunification

- Reunification will occur only if directed by the Incident Commander and District Office
- Students will be released only to authorized adults with proper identification
- All releases will be documented

Recovery and Follow-Up

- Counseling and mental health support will be provided to students and staff

- Facilities will be inspected before resuming normal operations
- An after-action review will be conducted to evaluate response effectiveness

Animal Disturbance

An animal disturbance includes the presence of a wild, stray, or potentially dangerous animal on or near campus (e.g., coyotes, dogs, snakes, mountain lions, bees, livestock, or other wildlife) that may pose a risk to students or staff.

Immediate Actions

1. Do not approach or attempt to handle the animal.
2. Notify the front office or site administration immediately.
3. Initiate a HOLD, Shelter-in-Place, or Lockdown as directed by administration, depending on the animal's location and level of threat.
4. Call 911 or local animal control if the animal presents an immediate danger.

Classroom Staff Responsibilities

- Keep students inside classrooms or supervised areas
- Close and lock doors if directed
- Maintain calm and prevent students from approaching windows or outdoor areas
- Take attendance and report missing or injured students to administration
- Remain with students until the "all clear" is given

Administrative / Incident Command Responsibilities

- Assume Incident Command under SEMS
- Assess the level of threat and determine the appropriate response (HOLD, Shelter-in-Place, Lockdown, or Evacuation)
- Contact appropriate agencies (Animal Control, Sheriff's Department, Fish & Wildlife, or Fire Department)
- Secure outdoor areas and control campus movement
- Notify the District Office
- Determine if dismissal, schedule modification, or reunification is necessary

Communication

- Internal communication via PA system, walkie-talkies, or direct staff notification
- Parent/guardian communication will be issued through district-approved messaging systems if the disturbance impacts school operations
- Families will be instructed not to come to campus unless directed
- Medical Response

If a student or staff member is injured:

- Call 911 immediately
- Provide first aid only if trained
- Notify administration and document the incident

Resolution and Recovery

- Campus will remain restricted until the animal is removed and the area is deemed safe
- Administration will issue an "all clear" before resuming normal activities
- Counseling or reassurance may be provided to students as needed

Prevention and Mitigation

- Secure trash, food, and outdoor storage areas
- Monitor known wildlife activity patterns
- Coordinate with local animal control for prevention guidance
- Review procedures annually with staff

Armed Assault on Campus

An armed assault on campus is defined as any incident in which an individual is suspected or confirmed to be in possession of a weapon (including but not limited to a firearm, knife, explosive device, or other weapon capable of causing serious bodily harm) and poses an immediate threat to students, staff, or visitors.

An armed assault on campus shall be treated as an Active Shooter / Active Attacker event. All response actions, command structure, and communication protocols outlined in the Procedures to Prepare for Active Shooters section of this Comprehensive School Safety Plan apply.

Immediate Priorities (in order)

1. Evacuate or Lockdown — If a safe evacuation route exists, move away from the threat to a safe location.
2. Hide / Secure — If evacuation is not safe, initiate lockdown procedures immediately.
3. Call 911 immediately — Request Los Angeles County Sheriff; provide location, suspect description, injuries, and direction of travel if known.
4. Notify the Incident Commander (IC) and activate the Incident Command System (ICS).
5. Notify the District Office using district emergency notification protocols.

Classroom Staff Responsibilities

- Immediately initiate LOCKDOWN procedures unless directed otherwise by law enforcement
- Lock and barricade doors if possible
- Turn off lights and move students out of sight
- Silence cell phones, classroom phones, and walkie-talkies
- Remain calm and quiet
- Take attendance only if it can be done safely
- Do not open doors until law enforcement provides an official “all clear”

These actions align directly with the Teacher Lockdown Checklist outlined in the Active Shooter section.

Student Responsibilities (Age-Appropriate)

- Follow staff instructions immediately
- Remain quiet and stay out of sight
- Do not open doors or leave the room
- Do not use cell phones unless instructed
- Remain in place until law enforcement or school officials provide direction

Administrative / Incident Command Responsibilities

Upon confirmation of an armed assault:

- The Principal or designee assumes the role of Incident Commander (IC)
- Activate the Incident Command System (ICS) consistent with SEMS
- Coordinate directly with Los Angeles County Sheriff’s Department and Catapult EMS
- Establish a Command Post as directed by law enforcement
- Ensure campus-wide lockdown or evacuation is communicated clearly
- Activate student accountability, medical response, and reunification planning
- Ensure all actions are documented in the Incident Log

All roles and responsibilities align with those defined in the Active Shooter / Active Attacker Command Structure & Roles section.

Law Enforcement Response

- Law enforcement’s priority is to stop the threat
- Staff and students must follow all law enforcement commands immediately
- Expect loud noises, rapid movement, and direct verbal commands
- Keep hands visible and avoid sudden movements

Medical Response

- Call 911 immediately for any injuries
- Provide bleeding control or first aid only if trained and safe to do so

- Do not move injured individuals unless necessary to prevent further harm
- Coordinate medical response through the Medical Lead and Catapult EMS

Communication

- Only the Incident Commander, Superintendent, or designated Public Information Officer (PIO) may release official information
- Families will be instructed not to come to campus until reunification procedures are established
- Communication will occur through district-approved systems and align with Active Shooter communication templates

Student Release and Reunification

- Student release occurs only after law enforcement declares the scene secure
- Reunification will occur at a designated off-campus site
- Parents/guardians must present valid identification
- All releases will be documented and coordinated through the Accountability Lead

Recovery and Follow-Up

- Mental health and counseling supports will be provided for students and staff
- Incident debrief and after-action review will be conducted
- The Comprehensive School Safety Plan will be reviewed and updated as needed

Prevention and Preparedness

- Annual staff training on lockdown and active assailant response
- Regular drills aligned with district and law enforcement guidance
- Encourage reporting of threats or suspicious behavior through approved systems
- Maintain secure campus access and visitor sign-in procedures

Cross-Reference Note

See also: Procedures to Prepare for Active Shooters — Comprehensive School Safety Plan

All armed assault incidents are managed under the same protocols.

Biological or Chemical Release

A biological or chemical release is defined as the intentional or accidental release of a hazardous biological agent or chemical substance that may pose a serious threat to the health and safety of students, staff, or visitors. This may include airborne toxins, chemical spills, suspicious powders or vapors, or exposure to infectious biological agents.

Immediate Priorities (in order)

1. Isolate the hazard — Prevent exposure by securing the immediate area.
2. Shelter-in-Place or Evacuate — Based on guidance from emergency responders and the Incident Commander.
3. Call 911 immediately — Request Los Angeles County Sheriff and Fire Department (HazMat response if applicable).
4. Notify the Incident Commander (IC) and activate the Incident Command System (ICS).
5. Notify the District Office using district emergency notification protocols.

Initial Staff Actions

If a biological or chemical hazard is suspected or confirmed:

- Do not touch, smell, or disturb any suspicious substance
- Move students and staff away from the immediate area if exposure has not occurred
- Secure the affected area and prevent entry
- Shut doors and windows if advised
- Turn off fans or HVAC systems only if directed by administration or emergency responders
- Wash hands with soap and water if exposure is suspected
- Await instructions from administration or emergency responders

Shelter-in-Place Procedures

Shelter-in-place may be ordered if a hazardous substance is airborne or present outside buildings.

- Close and lock doors and windows
- Turn off classroom ventilation systems if directed
- Seal doors/windows with available materials if instructed
- Move students to interior rooms away from external exposure
- Maintain calm and quiet conditions
- Take attendance when safe to do so
- Do not evacuate unless directed by law enforcement or emergency responders

Evacuation Procedures

Evacuation may be ordered if remaining in place poses greater risk.

- Evacuate upwind and uphill from the suspected release if possible
- Follow established evacuation routes unless otherwise directed
- Take attendance rosters and emergency folders if safe
- Move to the designated staging area identified by the Incident Commander
- Do not return to campus until clearance is given by emergency responders

Administrative / Incident Command Responsibilities

Upon confirmation of a biological or chemical release:

- The Principal or designee assumes the role of Incident Commander (IC)
- Activate the Incident Command System (ICS) consistent with SEMS
- Coordinate with Los Angeles County Sheriff, Fire Department, and HazMat units
- Determine whether shelter-in-place or evacuation is the safest response
- Ensure HVAC and building controls are addressed as appropriate
- Notify Catapult EMS if injuries or exposure are reported
- Ensure all actions are documented in the Incident Log

Medical Response

- Call 911 immediately for any exposure or symptoms
- Do not attempt medical treatment beyond basic first aid unless trained
- Do not induce vomiting or provide food/drink unless directed by medical professionals
- Isolate exposed individuals as directed
- Coordinate medical response through the Medical Lead and emergency responders

Communication

- Only the Incident Commander, Superintendent, or designated Public Information Officer (PIO) may release official information
- Families will be informed through district-approved communication systems
- Information shared will be factual, timely, and coordinated with emergency responders
- Staff and families will be instructed not to come to campus unless directed

Student Accountability and Reunification

- Student accounting will occur once students are stabilized and safe
- Reunification will occur only after emergency responders declare the site safe
- Parents/guardians must present valid identification
- All student releases will be documented

Recovery and Follow-Up

- Environmental clearance must be provided by appropriate authorities before reentry
- Counseling and health monitoring will be offered as needed
- Incident debrief and after-action review will be conducted
- The Comprehensive School Safety Plan will be reviewed and updated as necessary

Prevention and Preparedness

- Staff training on recognizing hazardous materials threats
- Secure handling and storage of chemicals used on campus
- Coordination with local emergency responders for HazMat planning
- Regular drills incorporating shelter-in-place procedures

Bomb Threat/ Threat Of violence

A bomb threat or threat of violence is any communicated warning or indication—verbal, written, electronic, or behavioral—that an explosive device or violent act may occur on or near campus. All threats are treated as credible until assessed by law enforcement, regardless of perceived intent.

Immediate Priorities (in order)

1. Preserve safety — Do not touch or disturb suspicious items.
2. Call 911 immediately — Request Los Angeles County Sheriff and Fire Department.
3. Notify the Incident Commander (IC) and activate the Incident Command System (ICS).
4. Assess evacuation vs. shelter-in-place in coordination with law enforcement.
5. Notify the District Office using district emergency notification protocols.

If a Threat Is Received (Phone, Email, Note, Social Media)

Staff receiving the threat should:

- Remain calm and do not hang up (if by phone)
- Gather as much information as possible, including:
 - Exact wording of the threat
 - Time the device is expected to detonate
 - Location of the device
 - Type of device (if mentioned)
- Caller's voice characteristics, background noises, or language used
- Do not share the threat with students or other staff
- Immediately notify the Principal or designee

All written or electronic threats should be preserved exactly as received and turned over to administration and law enforcement.

Initial Staff Actions

Upon notification of a bomb threat or threat of violence:

- Do not use radios or cell phones near suspicious objects
- Do not touch, move, or investigate any suspicious package or device
- Keep students and staff away from the reported or suspected area
- Follow instructions from administration and law enforcement
- Be prepared for either evacuation or shelter-in-place, depending on guidance

Evacuation Procedures

Evacuation is the preferred response for bomb threats unless otherwise directed by law enforcement.

- Evacuate using routes away from the reported threat location
- Take attendance rosters and emergency folders if safe
- Leave personal belongings behind
- Move to the designated off-campus evacuation or staging area
- Conduct student accounting and report missing or extra students to the Accountability Lead
- Remain at the staging area until cleared by law enforcement

Shelter-in-Place Procedures

Shelter-in-place may be used if evacuation increases risk.

- Remain in secured rooms away from windows and exterior walls
- Lock doors and restrict movement

- Maintain calm and quiet conditions
- Take attendance when safe
- Await further instructions from administration or emergency responders

Administrative / Incident Command Responsibilities

Upon confirmation of a bomb threat or threat of violence:

- The Principal or designee assumes the role of Incident Commander (IC)
- Activate the Incident Command System (ICS) consistent with SEMS
- Coordinate directly with Los Angeles County Sheriff, Fire Department, and Bomb Squad if deployed
- Determine evacuation or shelter-in-place in consultation with law enforcement
- Secure campus utilities and access points as directed
- Ensure all actions and communications are recorded in the Incident Log

Law Enforcement Response

- Law enforcement will assess threat credibility and search the campus as needed
- Staff must follow all law enforcement commands immediately
- Do not reenter buildings until an official all-clear is given

Communication

- Only the Incident Commander, Superintendent, or designated Public Information Officer (PIO) may communicate with families or media
- Families will be notified through district-approved systems
- Messages will emphasize safety, coordination with law enforcement, and reunification instructions
- Families will be instructed not to come to campus unless directed

Student Accountability and Reunification

- Student accounting occurs after evacuation or shelter stabilization
- Reunification will occur only after law enforcement clearance
- Parents/guardians must present valid identification
- All student releases will be documented

Recovery and Follow-Up

- Incident debrief and after-action review conducted
- Counseling and mental health supports provided as needed
- Threat assessment procedures activated if a suspect is identified
- Review and update safety procedures as necessary

Prevention and Preparedness

- Staff training on recognizing threats and proper reporting procedures
- Anonymous reporting systems promoted (e.g., We Tip via Catapult EMS)
- Secure campus access and visitor procedures enforced
- Coordination with law enforcement for threat assessment and drills

Bus Disaster

A bus disaster is any traffic collision, mechanical failure, fire, hazardous materials exposure, earthquake, medical emergency, or other serious incident involving a school bus or school activity bus transporting students to or from school or a school-related activity. All students shall receive written information on school bus safety. Before departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. Instruction may also include the responsibilities of passengers seated next to an emergency exit. Students should be at their designated bus stops on time and wait in a quiet, orderly manner until the bus arrives. While on the bus, students are under the supervision of the driver and are expected to maintain classroom behavior 57 of 68 12/15/25 Comprehensive School Safety Plan standards and not distract the driver. Disciplinary action may include suspension and/or expulsion. Bus rules apply to daily bus riders as well as students on field trips. For more information, parents should contact Transportation Services at (661) 269-5802. The following procedures are for use by bus drivers and appropriate school

administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

Immediate Priorities (in order)

1. Preserve life and safety of students and staff.
2. Call 911 immediately — request law enforcement, fire, and emergency medical services.
3. Provide first aid only if trained and it is safe to do so.
4. Secure the scene and prevent further injury.
5. Notify the District Office and school administration as soon as possible.

Initial Actions — Bus Driver Responsibilities

If a bus disaster occurs, the bus driver shall:

- Stop the bus immediately in a safe location if possible
- Turn off the engine and activate hazard lights
- Call 911 and provide:
 - Location of the bus
 - Number of students and adults on board
 - Nature of the incident and any visible injuries
- Follow dispatcher instructions
- Do not move injured students unless there is immediate danger (fire, explosion, traffic)
- Maintain supervision of students until emergency responders arrive

Drivers may make spontaneous, independent decisions based on the nature of the emergency, student age, location, and environmental hazards to ensure student safety.

Student Safety and Supervision

- Keep students on the bus unless remaining on board presents a greater danger
- If evacuation is required:
 - Move students to a safe area away from traffic and hazards
 - Keep students together and supervised
 - Use emergency evacuation procedures practiced during drills
 - Take attendance as soon as it is safe to do so
 - Report missing, injured, or additional students to emergency responders and administration

Scenario-Specific Procedures

Scenario 1: Earthquake

- Upon first indication of shaking, issue Drop, Cover, and Hold On instructions
- Move the bus away from:
 - Power lines
 - Bridges, overpasses, and potential landslide areas
 - Overhanging trees or unstable structures
- Set emergency brake and turn off ignition
- Remain in place until shaking stops
- Check students for injuries and provide first aid as appropriate
- If the bus is disabled, remain with students until assistance arrives
- Contact the Transportation Department with location and student status

Students may only be released to a responsible adult. If return to school is not possible, the driver will remain with students until further instructions are received.

Scenario 2: Serious Accident or Bus Fire

- Park the bus in a safe location; set emergency brake and turn off ignition
- If fire is present or suspected:
 - Evacuate immediately

- Move students to a safe distance away from traffic and the bus
- Call 911 immediately and wait for emergency responders
- Check students for injuries and provide first aid as trained
- Contact the Transportation Department, which will notify the school site

School and District Administrative Response

Upon notification of a bus disaster:

- The Superintendent or designee and school administration shall be notified immediately
- District administration will coordinate with:
- Law enforcement
- Emergency medical services
- Transportation services
- The Incident Command System (ICS) will be activated if appropriate
- District leadership will determine next steps for student supervision, transport, and reunification

Communication with Families

- Only authorized district or school officials may communicate with families and the media
- Families will be notified as soon as accurate information is available
- Communication will include:
- Confirmation of the incident
- Student safety status (as permitted by law)
- Reunification instructions, if applicable
- Parents/guardians will be instructed not to go to the scene unless directed

Within 24 hours of the incident, the Superintendent or designee will send written communication to families explaining the incident and actions taken, as appropriate.

Student Reunification

- Injured students will be transported by emergency responders as needed
- Uninjured students will be supervised at a safe staging location
- Reunification will occur at a designated site determined by district administration
- Parents/guardians must present valid identification to pick up students
- All releases will be documented

Documentation and Follow-Up

- Incident details will be documented by transportation staff and administration
- Attendance, injury reports, and witness statements will be collected
- Counseling and mental health supports will be provided for affected students and staff
- An after-action review will be conducted to evaluate response and improve procedures

Prevention, Preparedness, and Student Instruction

Bus Safety Instruction:

- All students receive written bus safety information, including:
- Bus stop locations
- Loading zone conduct
- Red-light crossing procedures
- School bus danger zones
- Walking to and from bus stops
- Prior to school activity trips, all students receive instruction on:
- Emergency exits
- Location and use of emergency equipment
- Passenger responsibilities near emergency exits
- Students are expected to:
- Arrive at bus stops on time

- Wait quietly and orderly
- Follow driver directions
- Maintain classroom-level behavior while riding

Bus rules apply to daily transportation and field trips. Disciplinary action may include suspension and/or expulsion in accordance with Education Code.

For additional information, families may contact Transportation Services at (661) 269-5802.

Disorderly Conduct

Disorderly conduct includes behaviors that significantly disrupt the educational environment or pose a potential safety risk to students or staff. This may include, but is not limited to, fights, large group disturbances, verbal threats, aggressive behavior, defiance that escalates beyond routine discipline, or situations that may lead to violence if not promptly addressed.

Immediate Priorities (in order)

1. Ensure the safety of students, staff, and visitors.
2. De-escalate the situation whenever possible using trained interventions.
3. Separate involved individuals to prevent further escalation.
4. Request administrative support immediately.
5. Contact law enforcement if the situation cannot be safely controlled.

Initial Staff Response

When disorderly conduct is observed:

- Staff shall remain calm and use verbal de-escalation strategies
- Students not involved will be directed away from the area
- Physical intervention shall be avoided unless necessary to prevent imminent harm and only by trained personnel
- Staff will notify the school office or site administrator immediately

Administrative Response

Upon notification, the site administrator or designee shall:

- Respond to the scene promptly
- Assess the severity and determine whether the incident constitutes:
 - A Level 1 Emergency (handled by school staff)
 - A Level 2 Emergency (requires outside assistance)
- Separate students involved and ensure supervision
- Determine whether additional measures are needed, including:
 - Campus supervision adjustments
 - Lockdown, hold, or controlled movement if the disturbance spreads
 - Law enforcement assistance if safety is compromised

Law Enforcement Involvement

Law enforcement may be contacted when:

- The behavior presents an immediate danger
- A fight or disturbance cannot be safely controlled by staff
- Weapons, credible threats, or significant property damage are involved
- Required by Education Code or district policy

Staff shall defer to responding law enforcement once they arrive.

Student Discipline and Support

- Disciplinary actions will be administered in accordance with:
 - AADUSD Board Policy
 - California Education Code
 - PBIS and restorative practices

- Discipline is separate from emergency response and will follow due process
- Students involved may be referred for:
- Counseling or mental health support
- Behavioral interventions
- Parent/guardian conferences

Communication

- Administrators will determine appropriate communication to staff and families
- Communication will be factual, timely, and avoid speculation
- Only authorized personnel may communicate externally regarding the incident

Documentation

- The incident will be documented in the appropriate discipline and incident reporting systems
- Statements may be collected from students and staff as needed
- Documentation will support follow-up interventions and safety planning

Prevention and Preparedness

- Clear behavioral expectations taught through PBIS (SOAR expectations)
- Staff training in de-escalation and classroom management strategies
- Supervision plans adjusted based on identified areas of need
- Ongoing review of behavior data to identify trends and implement supports

Earthquake

An earthquake is a sudden ground movement that may cause structural damage, falling debris, utility disruptions, fires, or injuries. Earthquakes may occur without warning and require immediate protective action.

Immediate Priorities (in order)

1. Protect life by initiating immediate safety actions
2. Prevent injury from falling or flying debris
3. Account for students and staff
4. Assess damage and hazards
5. Coordinate emergency response and communication

Immediate Response Actions

During Shaking

- Staff shall immediately direct students to DUCK, COVER, AND HOLD:
- Duck under desks or tables
- Cover head and neck
- Hold position until shaking stops
- If no shelter is available, students and staff should:
- Drop to the ground
- Cover head and neck with arms
- Move away from windows and heavy objects

If Outdoors

- Move away from buildings, trees, power lines, and light poles
- Drop to the ground and cover head and neck

After Shaking Stops

Staff shall:

- Check for injuries and provide first aid if trained
- Keep students calm and in place until instructions are given

- Avoid moving seriously injured individuals unless they are in immediate danger
- Prepare for aftershocks

Administrators shall:

- Initiate the Incident Command System (ICS)
- Determine the level of emergency
- Direct evacuation if buildings are unsafe
- Contact emergency responders as needed

Evacuation Procedures

Evacuation may be ordered if:

- There is visible structural damage
- Gas leaks, fires, or utility hazards are suspected
- Directed by emergency responders

When evacuating:

- Teachers take rosters and emergency folders
- Students proceed calmly to designated assembly areas (ie. basketball courts)
- Attendance is taken and reported to administration
- Students remain under supervision

Utilities and Hazards

- Do not use open flames
- Do not turn electrical switches on or off if gas is suspected
- Report gas smells, downed power lines, or water line breaks immediately
- Secure the area and keep students away from hazards

Communication

- The Principal or Incident Commander will communicate instructions via PA, radio, or alternate methods
- District Office will be notified as soon as practicable
- Families will be informed through approved district communication channels
- Staff should not release information independently

Law Enforcement and Emergency Services

- Fire, law enforcement, and emergency medical services will be contacted as needed
- Staff shall defer to emergency responders upon arrival

Student Accounting and Reunification

- Student accountability will be maintained at all times
- Reunification procedures will be activated if dismissal or off-site evacuation is required
- Students will only be released through the official reunification process

Documentation

- Damage assessments, injuries, and actions taken will be documented
- Incident logs will be maintained as part of the emergency response record

Prevention and Preparedness

- Regular earthquake drills (Duck, Cover, and Hold)
- Securing heavy furniture and equipment
- Emergency supplies maintained in classrooms and offices

Explosion or Risk Of Explosion

An explosion or risk of explosion may result from gas leaks, chemical reactions, electrical failures, suspicious devices, or nearby industrial or transportation incidents. These events pose an immediate threat to life and property and require rapid protective action.

Immediate Priorities (in order)

1. Protect life and prevent injury
2. Evacuate away from the hazard if safe to do so
3. Secure the area and prevent secondary explosions
4. Account for students and staff
5. Coordinate emergency response and communication

Immediate Response Actions

If an Explosion Occurs or Risk Is Identified

- Staff shall immediately:
 - Stop all activities
 - Direct students away from the source of the explosion or suspected hazard
 - Avoid ignition sources (no switches, open flames, or devices)
 - If inside:
 - Evacuate immediately if safe to do so
 - Use designated evacuation routes away from the hazard
 - If evacuation is not immediately safe:
 - Shelter in place away from windows and exterior walls
 - Follow administrator instructions

Evacuation Procedures

Evacuation shall be initiated when:

- An explosion has occurred
- A gas leak or hazardous condition is suspected
- Directed by administration or emergency responders

During evacuation:

- Teachers take class rosters and emergency folders
- Students proceed calmly to designated assembly areas upwind and away from the hazard
- Attendance is taken and reported to administration
- Students remain under supervision

After Evacuation

Staff shall:

- Check for injuries and provide first aid if trained
- Keep students calm and together
- Prevent reentry into affected areas

Administrators shall:

- Initiate the Incident Command System (ICS)
- Contact emergency responders immediately
- Shut off utilities if directed and safe to do so
- Coordinate with fire, law enforcement, and hazardous materials teams

Utilities and Hazard Control

- Do not use electrical equipment or open flames
- Report gas odors, visible leaks, or damaged infrastructure immediately

- Keep all personnel clear of the hazard zone
- Follow instructions from emergency responders

Communication

- The Principal or Incident Commander will provide instructions via PA, radio, or alternate communication systems
- The District Office will be notified as soon as practicable
- Families will be informed through district-approved communication channels
- Staff shall not independently release information

Law Enforcement and Emergency Services

- Fire department, hazardous materials teams, law enforcement, and emergency medical services will be contacted as required
- Staff shall defer to emergency responders upon arrival

Student Accounting and Reunification

- Student accountability shall be maintained at all times
- Reunification procedures will be implemented if dismissal or off-site evacuation is required
- Students will only be released through the official reunification process

Documentation

- Incident details, injuries, damage assessments, and actions taken shall be documented
- Incident logs will be maintained for review and compliance

Prevention and Preparedness

- Routine inspection of gas lines, utilities, and equipment
- Staff training on evacuation and hazard awareness
- Emergency drills addressing evacuation procedures
- Maintenance of emergency supplies and communication tools

Fire in Surrounding Area

A fire in the surrounding area includes wildfires, brush fires, or structural fires occurring near the school that may impact campus safety through smoke, air quality concerns, evacuation orders, or threats to infrastructure.

Immediate Priorities (in order)

1. Protect life and health
2. Monitor fire location, wind, and air quality
3. Determine need for Shelter-in-Place or Evacuation
4. Account for all students and staff
5. Coordinate with emergency responders and district leadership

Immediate Response Actions

Upon Notification of a Fire in the Surrounding Area

- The Principal or designee will:
 - Assume Incident Command
 - Monitor official information from fire agencies and law enforcement
 - Assess proximity, direction, and potential impact on campus
- Staff shall:
 - Continue instruction unless directed otherwise
 - Prepare for possible shelter-in-place or evacuation
 - Keep students indoors unless instructed otherwise

Shelter-in-Place Procedures (Smoke or Poor Air Quality)

Shelter-in-place may be implemented when smoke or air quality poses a health risk but evacuation is not required.

- Close and lock doors and windows

- Turn off HVAC systems if directed
- Keep students indoors and away from exterior doors and windows
- Limit physical activity
- Monitor students for respiratory distress

Evacuation Procedures

Evacuation shall be initiated when:

- Directed by fire or law enforcement agencies
- Ordered by district administration
- Campus conditions become unsafe

During evacuation:

- Teachers take rosters and emergency folders
- Students evacuate calmly using designated routes away from the fire
- Classes assemble in assigned areas or designated off-site locations
- Attendance is taken and reported to administration

Administrative / Incident Command Responsibilities

The Incident Commander will:

- Coordinate with fire department, law enforcement, and district officials
- Determine evacuation routes and off-site assembly locations if needed
- Request transportation support if required
- Communicate instructions clearly to staff and students
- Notify the District Office promptly

Communication

- Instructions will be provided via PA system, walkie-talkies, or alternative communication methods
- Parent/guardian communication will be issued through district-approved messaging systems
- Families will be instructed not to come to campus unless reunification is required

Student Accounting and Reunification

- Student accountability shall be maintained at all times
- Reunification procedures will be implemented if evacuation or early dismissal occurs
- Students will only be released through the official reunification process

Health and Safety Considerations

- Monitor air quality and student health, especially for students with asthma or respiratory conditions
- Provide access to medications as needed
- Follow public health and emergency responder guidance

Documentation

- All actions, decisions, and communications shall be documented
- Incident logs will be maintained for post-incident review

Prevention and Preparedness

- Monitor local fire conditions during high-risk seasons
- Maintain defensible space and clear vegetation near campus
- Review evacuation routes and reunification plans annually
- Train staff on wildfire response and shelter-in-place procedures

Fire on School Grounds

A fire on school grounds includes any fire occurring on campus property, including inside buildings, classrooms, restrooms, offices, utility areas, or outdoor spaces such as fields or trash areas. Fires may result from electrical issues, equipment malfunction, arson, or other hazards and require immediate action to protect life and property.

Immediate Priorities (in order)

1. Ensure life safety
2. Initiate evacuation
3. Activate emergency response
4. Account for all students and staff
5. Support emergency responders

Immediate Response Actions

Upon Discovery of a Fire

- Any staff member discovering a fire shall:
- Activate the nearest fire alarm
- Call the school office or 911 if safe to do so
- Direct students away from the fire area
- The Principal or designee will:
- Assume Incident Command
- Call 911 if not already done
- Notify the District Office

Evacuation Procedures

Evacuation is mandatory for fires on school grounds.

- Teachers shall:
- Immediately escort students out of the building using designated evacuation routes
- Take class rosters and emergency folders
- Close classroom doors if time permits (do not lock)
- Proceed to assigned assembly areas
- Students shall:
- Walk quickly and quietly
- Remain with their teacher at all times

Assembly Area and Accountability

- Teachers will take attendance once assembled
- Missing or extra students must be reported immediately to the Incident Commander
- No one may re-enter buildings until cleared by fire officials

Administrative / Incident Command Responsibilities

The Incident Commander will:

- Establish a Command Post
- Coordinate with fire department and emergency responders
- Ensure utilities (gas/electric) are secured if necessary
- Determine whether early dismissal or off-site evacuation is required
- Coordinate student reunification if needed

Law Enforcement and Emergency Services

- Fire department will manage fire suppression and scene safety
- Law enforcement may assist with perimeter control and investigation
- School staff shall defer to emergency responders

Communication

- Instructions will be communicated via PA system or alternative methods
- District-approved messaging systems will notify families
- Parents/guardians will be directed not to come to campus unless reunification is initiated

Health and Safety Considerations

- Students and staff with medical needs shall receive appropriate support
- First aid will be provided as needed
- Catapult EMS will be requested if injuries occur

Documentation

- Incident actions and timelines will be documented
- Fire reports and administrative records will be completed
- Follow-up safety inspections will be conducted prior to re-entry

Prevention and Preparedness

- Conduct regular fire drills
- Maintain clear evacuation routes
- Inspect electrical systems and fire equipment
- Train staff on fire response procedures

Flooding

Flooding includes any accumulation of water on or near campus that poses a safety risk, including heavy rainfall, flash flooding, storm runoff, plumbing failures, or infrastructure damage that results in water intrusion into buildings or outdoor areas.

Immediate Priorities (in order)

1. Ensure life safety
2. Prevent exposure to floodwaters
3. Assess building and campus safety
4. Determine need for evacuation or shelter
5. Maintain accountability of all students and staff

Immediate Response Actions

Upon Identification of Flooding Conditions

- Staff shall:
 - Keep students away from flooded areas
 - Avoid contact with standing or moving water
 - Notify the school office or site administrator immediately
- The Principal or designee will:
 - Assume Incident Command
 - Assess severity and location of flooding
 - Monitor weather and emergency alerts
 - Notify the District Office

Shelter or Evacuation Decision

Shelter-in-Place may be implemented when:

- Flooding is localized
- Buildings remain safe
- Evacuation routes are compromised

Evacuation will be implemented when:

- Directed by emergency officials
- Water threatens buildings or access routes

- Utilities are compromised

Evacuation Procedures (if required)

- Teachers shall:
- Escort students using designated safe routes away from flood areas
- Take rosters and emergency folders
- Move to assigned or alternate assembly areas
- Students shall:
- Remain with their teacher
- Avoid running water and debris

Administrative / Incident Command Responsibilities

The Incident Commander will:

- Coordinate with district facilities, maintenance, and emergency responders
- Determine utility shutdowns if needed
- Establish off-site evacuation locations if campus access is unsafe
- Coordinate transportation support if required

Student Accountability

- Teachers will take attendance at assembly areas
- Missing or additional students shall be reported immediately
- Student release will occur only through authorized procedures

Communication

- Information will be shared via PA system or alternative communication methods, such as walkie-talkies
- Families will be notified using district communication systems
- Parents/guardians will be instructed not to come to campus unless directed

Health and Safety Considerations

- Floodwater may contain contaminants; direct contact is prohibited
- Students with mobility or medical needs will receive priority assistance
- First aid and medical services will be requested if injuries occur

Documentation

- Incident details and response actions will be recorded
- Facilities damage will be documented for follow-up and repair
- Re-entry will occur only after safety clearance

Prevention and Preparedness

- Monitor weather forecasts during storm seasons
- Maintain drainage systems and stormwater pathways
- Identify flood-prone areas on campus
- Train staff on flood response procedures

Loss or Failure Of Utilities

Loss or failure of utilities includes disruptions to essential services such as electricity, natural gas, water, sewage, internet, telephone, or heating/air conditioning systems that impact the safety, health, or operation of the school campus.

Immediate Priorities (in order)

1. Ensure life safety
2. Assess scope and cause of utility disruption
3. Determine need for shelter-in-place, evacuation, or modified operations
4. Maintain accountability of students and staff
5. Restore services or transition to alternate operations

Immediate Response Actions

Upon Identification of Utility Failure

- Staff shall:
- Report outages or hazards to the school office immediately
- Keep students calm and in supervised areas
- Avoid use of affected systems or equipment
- The Principal or designee will:
- Assume Incident Command
- Identify which utilities are affected
- Notify the District Office and Facilities Department
- Contact utility providers if needed

Utility-Specific Response Considerations

Power Outage

- Emergency lighting may be used if available
- Classes may continue if safe and lighting is adequate
- Evacuation may be initiated if conditions become unsafe

Natural Gas Odor or Leak

- Evacuate immediately
- Do not use electrical switches or open flames
- Call 911 and the gas utility provider

Water or Sewer Failure

- Restrict restroom use if sanitation is compromised
- Provide bottled water if available
- Consider early dismissal or evacuation if conditions persist

Internet or Phone Outage

- Implement alternative communication methods
- Continue instruction if safety allows

Shelter or Evacuation Decision

- Shelter-in-Place may be used when the disruption is temporary and conditions are safe
- Evacuation will be implemented if utility failure creates unsafe conditions or is directed by emergency officials

Administrative / Incident Command Responsibilities

The Incident Commander will:

- Coordinate with district facilities and utility providers
- Determine need for partial or full campus closure
- Implement contingency plans for meals, sanitation, or instruction
- Communicate updates to staff and families

Student Accountability

- Teachers will maintain supervision and take attendance as needed
- Students will remain in assigned locations unless directed otherwise
- Student release will follow approved dismissal procedures

Communication

- Information will be shared via PA system or alternative communication methods

- Families will be notified using district-approved messaging systems
- Parents/guardians will be advised of any schedule changes

Health and Safety Considerations

- Monitor indoor temperatures during HVAC outages
- Ensure access to drinking water and restroom facilities
- Provide medical support as needed

Documentation

- All utility failures and response actions will be documented
- Facilities assessments and repair timelines will be recorded
- Reopening decisions will follow safety clearance

Prevention and Preparedness

- Regular maintenance and inspection of utility systems
- Emergency lighting and backup systems where available
- Staff training on utility failure response

Motor Vehicle Crash

A motor vehicle crash includes any collision involving a school bus, staff vehicle, student vehicle, visitor vehicle, or pedestrian occurring on campus property, in parking areas, loading zones, or immediately adjacent to the school.

Immediate Priorities (in order)

1. Ensure life safety
2. Request emergency medical assistance
3. Secure the scene
4. Account for students and staff
5. Support emergency responders

Immediate Response Actions

Upon Discovery of a Motor Vehicle Crash

- Staff shall:
- Call 911 immediately if injuries are suspected
- Notify the school office or site administrator
- Keep students and bystanders away from the scene
- The Principal or designee will:
- Assume Incident Command
- Contact emergency responders if not already done
- Notify the District Office

Scene Safety

- Do not move injured individuals unless there is immediate danger
- Avoid exposure to traffic, fuel leaks, or debris
- Establish a safety perimeter around the crash area
- Shut down traffic flow if necessary until responders arrive

Medical Response

- First aid shall be provided only by trained staff
- Catapult EMS or local emergency medical services will be requested as needed
- Injured individuals will remain under supervision until care is transferred

Student Supervision and Accountability

- Teachers shall keep students in supervised locations away from the crash

- Attendance will be taken if students were involved or displaced
- Students will not be released without proper authorization

Administrative / Incident Command Responsibilities

The Incident Commander will:

- Coordinate with law enforcement, EMS, and district transportation staff
- Determine if bus transportation routes or dismissal plans need adjustment
- Initiate reunification procedures if students are transported for medical care

Communication

- Communication to staff will occur via PA or direct administrative instruction
- Families will be notified if students are involved
- Public or media communication will be handled by authorized district personnel only

Documentation

- Incident reports will be completed by administration
- Statements may be collected from staff and witnesses
- Transportation and insurance documentation will follow district procedures

Prevention and Preparedness

- Maintain safe traffic flow and supervision during arrival and dismissal
- Review and enforce parking and drop-off procedures
- Provide bus safety training and drills
- Coordinate with transportation services regularly

Pandemic

A pandemic is a widespread outbreak of infectious disease that poses a significant risk to the health and safety of students, staff, and the community. Pandemic events may require modifications to school operations, including enhanced health measures, hybrid or remote instruction, and coordination with public health authorities.

Immediate Priorities (in order)

1. Protect health and safety
2. Implement public health guidance
3. Maintain continuity of learning
4. Communicate clearly and consistently
5. Support physical and mental health needs

Immediate Response Actions

Upon Notification of a Pandemic or Public Health Emergency

- The Principal or designee will:
 - Assume Incident Command
 - Monitor guidance from Los Angeles County Department of Public Health (LACDPH), California Department of Public Health (CDPH), and the California Department of Education (CDE)
 - Notify the District Office immediately
- Staff shall:
 - Follow all health and safety directives
 - Reinforce hygiene and illness prevention practices
 - Report suspected illness according to district procedures

Health and Safety Measures

Depending on public health guidance, the following may be implemented:

- Enhanced cleaning and sanitation protocols
- Illness screening and exclusion procedures

- Use of personal protective equipment (PPE) as required
- Physical distancing or cohorting when applicable
- Improved ventilation and use of outdoor spaces when feasible

Instructional Adjustments

- Instruction may shift to:
- Modified in-person schedules
- Hybrid learning models
- Remote instruction or independent study
- All instructional changes will align with:
- The Instructional Continuity Plan (ICP)
- State and federal instructional requirements
- Accommodations and supports will continue for:
- Students with disabilities
- English learners
- Students experiencing homelessness or foster care

Administrative / Incident Command Responsibilities

The Incident Commander will:

- Coordinate with district leadership and health officials
- Determine operational changes based on risk levels
- Implement quarantine or isolation protocols as required
- Ensure access to meals, medications, and student services

Communication

- Families and staff will receive timely updates via district communication systems
- Messaging will include:
- Health guidance
- Instructional changes
- Attendance expectations
- Communication will be multilingual and accessible

Mental Health and Wellness Support

- Counseling and mental health services will remain available
- Trauma-informed supports will be provided for students and staff
- Referrals to community resources will be made as needed

Student Accountability and Attendance

- Attendance will be tracked according to state guidance
- Flexibility will be provided for illness-related absences
- Engagement will be monitored during remote or hybrid learning

Documentation

- Health-related decisions and actions will be documented
- Records will be maintained in accordance with privacy laws
- Incident logs will support post-event review

Prevention and Preparedness

- Ongoing review of public health guidance
- Staff training on illness prevention and response
- Maintenance of cleaning supplies and PPE
- Annual review of pandemic response procedures

Psychological Trauma

Psychological trauma may occur as a result of a crisis or emergency, including but not limited to violence, threats, natural disasters, serious accidents, death or injury of a student or staff member, or other distressing events that significantly impact the emotional well-being of students and staff.

Immediate Priorities (in order)

1. Ensure emotional and physical safety
2. Stabilize the school environment
3. Provide immediate emotional support
4. Identify students and staff needing additional support
5. Initiate short- and long-term recovery supports

Immediate Response Actions

Upon Identification of a Traumatic Event

- The Principal or designee will:
 - Assume Incident Command
 - Assess the scope and impact of the traumatic event
 - Activate school and district mental health supports
 - Notify the District Office
- Staff shall:
 - Maintain calm, supportive classroom environments
 - Observe students for signs of distress
 - Refer students to counseling support as needed

Emotional Support and Stabilization

- Provide safe spaces for students and staff to receive support
- Allow flexibility with schedules, assignments, and expectations
- Avoid unnecessary exposure to traumatic details
- Maintain normal routines when possible to promote stability

Mental Health Response

- School counselors, psychologists, and social workers will:
 - Provide individual and group counseling
 - Conduct wellness check-ins
 - Assist with grief or crisis response
- District and community mental health resources may be activated
- Crisis intervention teams will support high-risk individuals

Communication

- Administrators will communicate factual, age-appropriate information
- Messaging will be trauma-informed and avoid speculation
- Families will be notified with guidance on supporting students at home
- Media inquiries will be handled by authorized district personnel only

Student Identification and Monitoring

- Staff will monitor for signs of trauma, including:
 - Withdrawal or emotional outbursts
 - Changes in behavior or academic performance
 - Physical complaints without medical cause
- High-risk students will receive ongoing monitoring and support

Administrative / Incident Command Responsibilities

The Incident Commander will:

- Coordinate mental health response efforts

- Assign staff to support affected classrooms or groups
- Determine need for modified schedules or activities
- Ensure documentation and follow-up supports are in place

Documentation

- Referrals and services provided will be documented appropriately
- Records will be maintained in compliance with privacy laws
- Incident response actions will be logged for review

Recovery and Long-Term Support

- Continued counseling and support services as needed
- Collaboration with families and community agencies
- Review and adjust school practices to support healing
- Conduct after-action reviews to strengthen future response

Prevention and Preparedness

- Ongoing trauma-informed training for staff
- Social-emotional learning embedded into instruction
- Clear reporting and referral systems for student concerns
- Annual review of crisis response and mental health supports

Suspected Contamination of Food or Water

A suspected contamination of food or water may occur when there is reason to believe that food, beverages, or water on campus may be unsafe due to chemical, biological, or environmental exposure. This includes reports of unusual taste, odor, appearance, illness, or notification from public health or water authorities.

Immediate Priorities (in order)

1. Protect student and staff health
2. Stop consumption of suspected food or water
3. Notify appropriate authorities
4. Provide medical attention if needed
5. Communicate clearly and calmly

Immediate Response Actions

Upon Suspicion or Report

- Any staff member who observes or receives a report of possible contamination shall:
- Stop use and distribution of the suspected food or water immediately
- Notify the Principal or designee at once
- The Principal or designee will:
- Assume Incident Command
- Secure the affected area (cafeteria, kitchen, water source, fountains)
- Isolate suspected food, beverages, or water sources
- Notify the District Office

Health and Safety Response

- Call 911 if students or staff show signs of illness or poisoning
- Contact:
- Los Angeles County Department of Public Health
- Local water utility if water contamination is suspected
- Follow all directives from public health officials

Food and Water Control Measures

- Suspend food service if advised or required

- Shut off affected water sources or fountains
- Provide alternative safe drinking water (bottled water)
- Arrange alternative meal service as directed by district and health authorities

Medical Support

- School health staff will:
- Assess affected individuals
- Provide first aid as appropriate
- Maintain a list of symptomatic students and staff
- Emergency responders will determine need for transport or further care

Communication

- Administration will:
- Notify families and staff with factual, timely information
- Provide guidance on symptoms to monitor
- Share next steps and updates as information becomes available
- All communication will:
- Avoid speculation
- Be coordinated through the District Office
- Be accessible and multilingual as needed

Documentation and Evidence Preservation

- Secure and label suspected food or water samples
- Preserve purchase, preparation, and service records
- Maintain an incident log documenting:
- Timeline of events
- Actions taken
- Notifications made
- Provide documentation to public health and law enforcement as required

Recovery and Reopening

- Resume food or water service only after:
- Clearance from public health authorities
- Confirmation that all safety standards are met
- Review and reinforce food safety and sanitation procedures
- Provide follow-up support to affected students and families

Prevention and Preparedness

- Maintain food safety training for food service staff
- Conduct routine inspection of food storage and preparation areas
- Ensure water systems and fountains are regularly maintained
- Review emergency response procedures annually

Tactical Responses to Criminal Incidents

Criminal incidents on or near campus may include, but are not limited to, assault, robbery, threats of violence, weapons possession, vandalism, burglary, drug-related offenses, or other unlawful behavior that poses a risk to student or staff safety. The primary goals of the response are to protect life, contain the incident, preserve evidence, and coordinate with law enforcement.

These procedures are developed and reviewed in consultation with local law enforcement, including the Los Angeles County Sheriff's Department, in accordance with Education Code section 32281(b), and are aligned with the Standardized Emergency Management System (SEMS) and Incident Command System (ICS).

Immediate Priorities (in order)

1. Protect students and staff
2. Stabilize the situation
3. Notify law enforcement
4. Preserve evidence
5. Communicate appropriately

Initial Response Actions

- Any staff member witnessing or receiving credible information about a criminal incident shall:
- Immediately notify the Principal or designee
- Call 911 if there is imminent danger or a crime in progress
- The Principal or designee will:
- Assume Incident Command
- Assess the severity and immediacy of the threat
- Determine the appropriate response action (lockdown, shelter-in-place, secure campus, or evacuation)

Tactical School-Level Actions (School actions do not replace law enforcement operations)

Depending on the nature of the incident, school administrators may implement one or more of the following actions, consistent with procedures reviewed in consultation with law enforcement:

Secure Campus

- Limit movement on campus
- Lock exterior doors
- Increase supervision in affected areas

Lockdown

- Implement if there is a direct or imminent threat to life
- Follow established lockdown procedures aligned with district active attacker guidance

Shelter-in-Place

- Use when the threat is external and movement increases risk

Evacuation

- Implement only if safer than remaining in place
- Coordinate evacuation routes and staging areas with law enforcement and emergency responders

Law Enforcement Coordination

- Law enforcement has full authority over criminal investigations and tactical response
- Tactical response procedures have been developed and reviewed in consultation with local law enforcement, consistent with Education Code requirements

The Incident Commander or designee will:

- Notify and coordinate with responding law enforcement agencies
- Provide law enforcement with access to campus maps, camera feeds, master keys, and relevant records
- Designate a Law Enforcement Liaison
- Follow all directives issued by responding agencies

Documentation of law enforcement consultation, including meetings, training participation, drills, or procedural reviews, is maintained at the school site and district office.

Evidence Preservation

- Staff shall:
- Avoid touching or disturbing potential evidence unless necessary to provide life-saving care
- Secure the area when safe to do so
- Document observations (who, what, when, where)

- The Incident Log shall capture:
- Timeline of actions
- Notifications made
- Individuals involved
- Law enforcement instructions

Student and Staff Accountability

- Maintain student rosters and staff accountability
- Identify and monitor any injured or impacted individuals
- Do not release students until authorized through reunification procedures, if applicable

Communication Protocols

All external communication will be coordinated through:

- District Office
- Superintendent or designee

Communications will:

- Avoid speculation
- Emphasize safety measures taken
- Reassure families that law enforcement is involved

Post-Incident Actions

- Support affected students and staff with:
- Counseling and mental health services
- Restorative and trauma-informed follow-up
- Conduct an after-action review to:
- Evaluate response effectiveness
- Incorporate feedback from law enforcement and emergency responders
- Identify areas for improvement
- Update training or procedures as needed

Training and Preparedness

- Staff will receive training on:
- Recognizing criminal behavior and warning signs
- Reporting procedures
- Appropriate response actions aligned with SEMS/ICS

Drills and tabletop exercises may be conducted annually and may include law enforcement observation or consultation, when feasible, to support continuous improvement and compliance with state safety planning requirements.

Unlawful Demonstration or Walkout

An unlawful demonstration or walkout may include student or non-student actions such as protests, sit-ins, mass walkouts, or gatherings that substantially disrupt school operations, threaten safety, block access to facilities, or violate school rules or lawful orders. The primary goals of the response are to maintain student and staff safety, protect constitutional rights, minimize disruption, and restore orderly school operations.

Immediate Priorities (in order)

1. Protect students, staff, and visitors
2. Maintain order and campus safety
3. Preserve students' rights while enforcing school rules
4. Prevent escalation or violence
5. Communicate clearly and appropriately

Initial Response Actions

- Any staff member who becomes aware of a demonstration or walkout shall:
- Notify the Principal or designee immediately
- Monitor student safety and report any emerging risks
- The Principal or designee will:
- Assume Incident Command
- Assess the size, location, intent, and safety risks associated with the activity
- Determine whether the activity is lawful, disruptive, or unsafe
- Identify appropriate response actions consistent with district policy and Education Code

Tactical School-Level Actions (School actions do not replace law enforcement authority)

Depending on the nature and severity of the incident, administrators may implement one or more of the following actions:

- Monitor and Supervise
- Increase adult supervision in affected areas
- Ensure students remain safe and accounted for
- Secure Campus
- Limit movement between campus areas if necessary
- Lock exterior gates or doors to prevent unauthorized entry
- Containment
- Redirect students to supervised areas
- Prevent access to unsafe locations such as streets, parking lots, or rooftops
- Instructional Continuity
- Maintain instructional activities for students not participating
- Provide supervision for students who disengage from instruction

Law Enforcement Coordination

- Law enforcement may be contacted if the demonstration:
- Becomes violent or threatening
- Involves weapons or criminal behavior
- Prevents safe school operations
- Includes non-students refusing to leave campus
- The Incident Commander or designee will:
- Consult with local law enforcement as needed
- Designate a Law Enforcement Liaison if officers respond
- Follow guidance provided by responding agencies

Procedures related to demonstrations are reviewed in consultation with local law enforcement, consistent with Education Code section 32281(b).

Student Rights and Discipline Considerations

- Students retain constitutional rights to free expression consistent with school safety and order
- Disciplinary action, if warranted, will be:
- Age-appropriate
- Progressive and restorative when possible
- Consistent with district policy and Education Code
- Discipline will not be applied based on viewpoint or content of expression

Student and Staff Accountability

- Teachers will maintain class rosters and account for students
- Administrators will track students who leave supervised areas
- Parents/guardians may be contacted if students leave campus without authorization

Communication Protocols

- All external communication will be coordinated through:

- District Office
- Superintendent or designee
- Communications will:
- Be factual and non-inflammatory
- Emphasize student safety and supervision
- Avoid speculation or characterization of motives

Post-Incident Actions

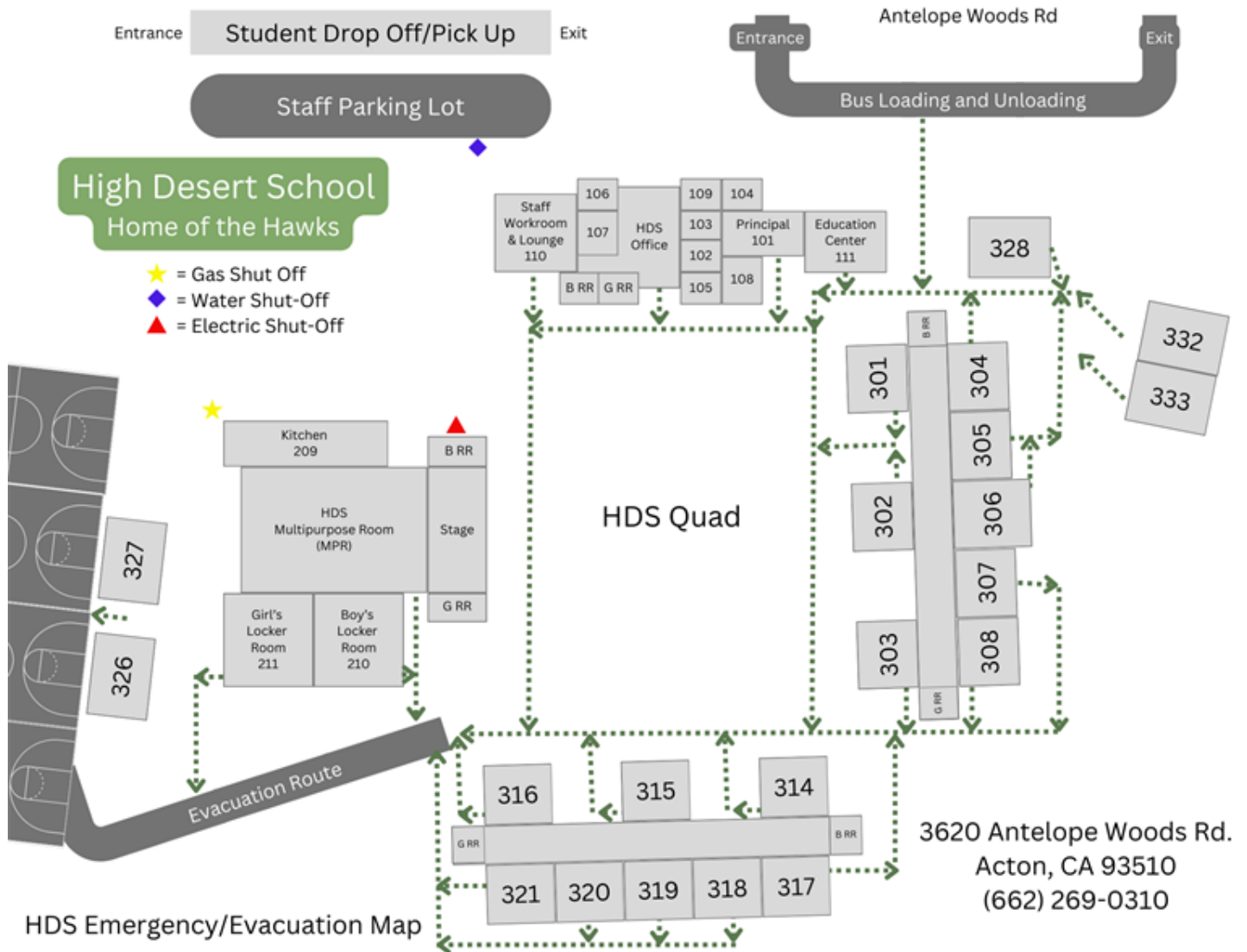
- After the incident, the school will:
- Provide counseling or support for students affected by the disruption
- Address unresolved safety or behavioral concerns
- Review the incident with staff to identify lessons learned
- An after-action review may be conducted to:
- Evaluate response effectiveness
- Incorporate law enforcement or district feedback if applicable
- Update supervision plans or procedures as needed

Training and Preparedness

Staff will receive guidance on:

- Managing student demonstrations safely
- De-escalation strategies
- Protecting student rights while maintaining order
- Preparedness activities may include tabletop discussions or administrative reviews to ensure readiness for future incidents.

Emergency Evacuation Map

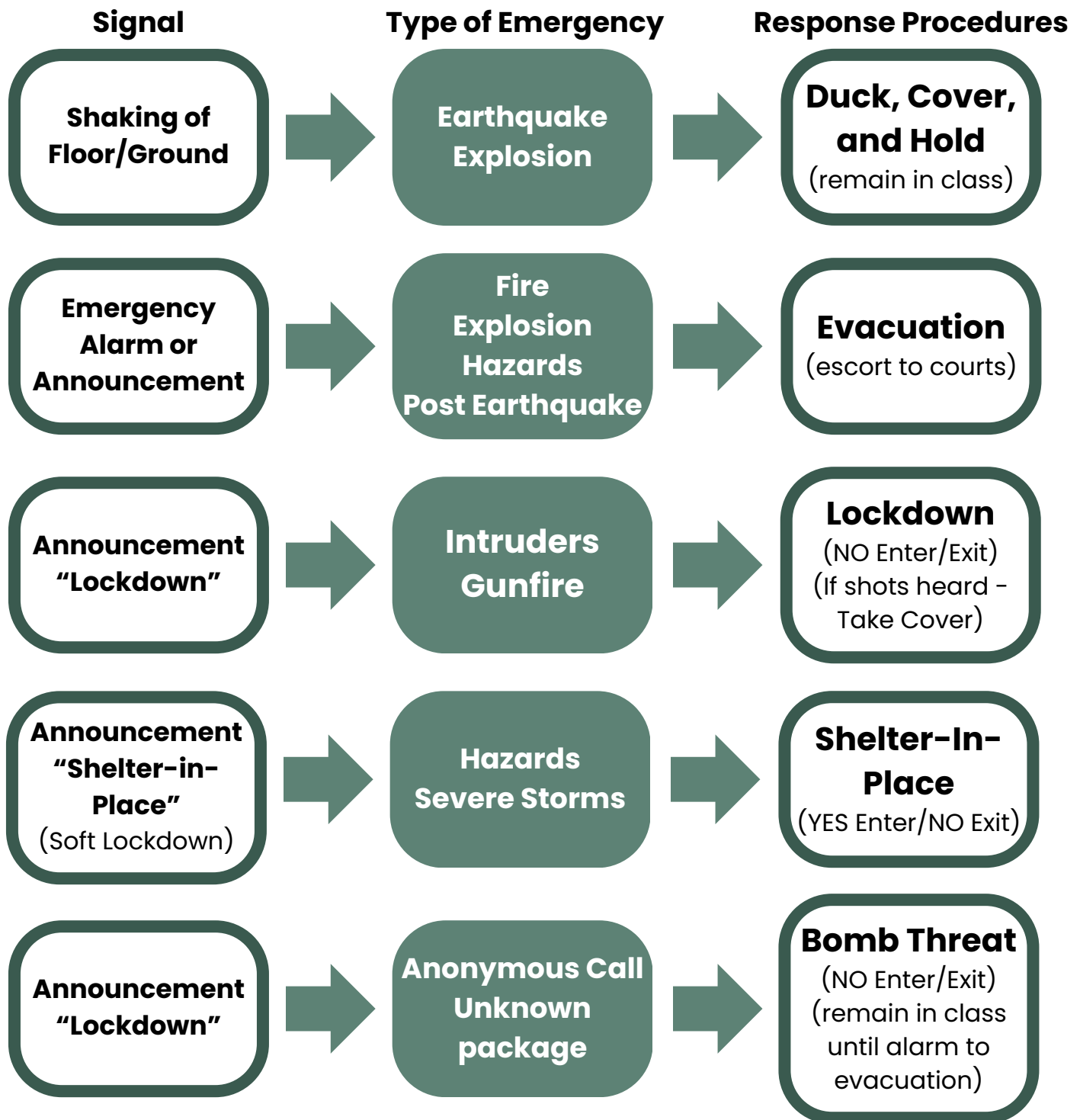


High Desert School Emergency Drill Schedule
2025 - 2026 School Year

MONTH/DATE	EMERGENCY DRILL	TIME
September 19, 2025	Earthquake Drill	8:45 am
October 16, 2025	The Great Shake Out	10:45 am - 11:15 am
November 20, 2025	Lockdown Drill	10:45 am
December 19, 2025	Fire Drill	8:45 am
January 30, 2026	Fire Drill	11:45 am
February 18, 2026	Lockdown Drill	8:00 am
March 16, 2026	Earthquake Drill	10:45 am
April 30, 2026	Lockdown Drill	2:00 pm
May 29, 2026	Fire Drill	10:45 am



HDS EMERGENCY



Communication

Group Me/Radio Call
Email

Attendance

Aeries
Paper Roster at Evac.



ACTON-AGUA DULCE USD

SCHOOL CLOSURE PREPAREDNESS PLAN

This guide will support our students with continuity of learning.



LITTLE OWLS LEARNING CENTER

- ☐ School Closure Call by 7am
- ☐ Alternate Site is Meadowlark School
- ☐ Second Option: High Desert School
- ☐ Third Option: Vasquez High School



VASQUEZ HIGH SCHOOL

- ☐ School Closure Call by 7am
- ☐ Alternate Site is High Desert School
- ☐ Second Option: Meadowlark School



MEADOWLARK ELEMENTARY SCHOOL

- ☐ School Closure Call by 7am
- ☐ Alternate Site is High Desert School
- ☐ Second Option: Vasquez High School



HIGH DESERT SCHOOL

- ☐ School Closure Call by 7am
- ☐ Alternate Site is Vasquez High School
- ☐ Second Option: Meadowlark School

In the event of school closure, students will log on to Google Classroom to access curriculum provided by teachers to ensure continuation of instruction.



AADUSD is committed to providing continuity of instruction for all students. For students who need support with accessing curriculum, please use the alternate sites as instruction in the school closure call. For assistance or questions, please call the AADUSD District Office at (661) 269-0750.