Comprehensive School Safety Plan

2025-26
School Year

School:	Desert Winds Continuation High School
CDS Code:	19 64246 1931732
District:	Antelope Valley Union High School District
Address:	415 East Kettering Street Lancaster, CA 93534
Date of Adoption:	February 18, 2026
Date of Update:	2/5/2026
Date of Review:	
- with Staff	2/5/2026
- with Law Enforcement	2/5/2026
- with Fire Authority	2/5/2026

Approved by:

Name	Title	Signature	Date
Kristen Tepper	Principal		2/5/26
Lisa Shabazian	School Site Council Chairperson		2/5/26

Table of Contents

California Comprehensive School Safety Plan (CSSP) Overview 5

Safety Plan Vision 6

Components of the Comprehensive School Safety Plan (EC 32281) 8

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 8

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 9

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 10

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 13

(E) Sexual Harassment Policies (EC 212.6 [b]) 14

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 15

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 16

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 17

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 19

(K) Hate Crime Reporting Procedures and Policies 20

(J) Procedures to Prepare for Active Shooters 21

Procedures for Preventing Acts of Bullying and Cyber-bullying 22

Opioid Prevention and Life-Saving Response Procedures 22

Response Procedures for Dangerous, Violent, or Unlawful Activities 23

Instructional Continuity Plan 24

Introduction and Purpose of the Instructional Continuity Plan (ICP) 25

Engagement with Pupils and Families 25

Access to Instruction 26

Instructional Continuity 27

Access (Equity, Accessibility, and Inclusion) 28

Professional Learning 29

Well-Being and Support Services 29

Site-Based Collaboration 29

Return to Site-Based Learning 29

Integration with Comprehensive School Safety Plan (CSSP) 29

Review and Updates of this Instructional Continuity Plan (ICP) 30
Procedures for Immigration Enforcement Notification 31
Procedures Regarding Pupil Smartphone Use During Emergencies 34
Safety Plan Review, Evaluation and Amendment Procedures 36
Emergency Contact Numbers 37
Safety Plan Review, Evaluation and Amendment Procedures 38
Desert Winds Continuation High School Incident Command System 39
Incident Command Team Responsibilities 40
Emergency Response Guidelines 41
Step One: Identify the Type of Emergency 41
Step Two: Identify the Level of Emergency 41
Step Three: Determine the Immediate Response Action 41
Step Four: Communicate the Appropriate Response Action 41
Types of Emergencies & Specific Procedures 42
Aircraft Crash 42
Animal Disturbance 42
Armed Assault on Campus 43
Biological or Chemical Release 45
Bomb Threat/ Threat Of violence 47
Bus Disaster 48
Cardiac Arrest 49
Disorderly Conduct 49
Earthquake 49
Explosion or Risk Of Explosion 50
Extreme Weather 50
Fire in Surrounding Area 50
Fire on School Grounds 51
Flooding 51
Loss or Failure Of Utilities 52

Motor Vehicle Crash 53
Pandemic 53
Psychological Trauma 53
Suspected Contamination of Food or Water 54
Tactical Responses to Criminal Incidents 55
Unlawful Demonstration or Walkout 55
Emergency Evacuation Map 56

California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

https://www.desertwindshs.org/
A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

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

remain our top priority.

Components of the Comprehensive School Safety Plan (EC 32281)

Desert Winds Continuation High School Safety Committee

Kristen Tepper, Principal; Jeff Cowart, Director of School Safety; Peter Blanton, Vice Principal; Denicia Alexander, Head Counselor; Stephanie Garcher, Campus Supervisor; Delia Sirinantanaku, School Psychologist, Caitlin Garcia, Parent

Assessment of School Safety

School safety data sources include: suspension and expulsion, law enforcement interventions/crime reports, and staff, student, and community surveys

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

Strategies and programs to provide and maintain a high level of safety are outlined in the next ten sections of the plan.

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

Reportable Offenses

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

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

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

Responsibility for Reporting

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

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

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

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

Reporting Procedures
Initial Telephone Report

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

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

Written Report

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

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

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

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

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

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

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

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

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

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

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

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

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

Disaster Plan

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

Adaptations for Students with Disabilities

Specific adaptations will be made to ensure the safety of students with disabilities during a disaster. This shall include considerations for mobility assistance, communication needs, medical requirements (medication, equipment), sensory sensitivities, and assignment of dedicated support personnel.

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Grounds for Suspension and Expulsion: Grades K-12

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A message, text, sound, video, or image

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

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

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

Additional Grounds for Suspension and Expulsion: Grades 4-12

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

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

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

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

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

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

Suspension from Class by a Teacher

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

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

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

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

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student

assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

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

Suspension by Superintendent, Principal or Principal's Designee

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

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

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

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

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

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

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

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

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

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

Offenses Reported to the District by a Court

When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or

battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)

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

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

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

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)
In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

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

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

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

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

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

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

Kathryn Taylor, Ed.D.
Director of Equity
176 Holston Drive
Lancaster, CA 93535

Phone: 661-948-7655 ext. 2420

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

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program. The Board expects students to wear clothing that is suitable for the school activities in which they participate.

District and school rules pertaining to student attire may be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

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

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

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

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

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

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

Gang-Related Apparel

When there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, the principal, or designee at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel . Such a proposed dress code shall be presented to the Superintendent or designee, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment.

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

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

Academies of the Antelope Valley may develop their own dress code with parent and student input.

This districtwide dress code policy provides guidance to school sites in maintaining and supporting a safe, inclusive, and equitable learning environment.

Basic Principles:

All students are to be treated equitably and free from bias regardless of students' gender/gender identification, sexual orientation, race, nationality, ethnicity, socio-economic status, religion, cultural observance, personal style, body size/type or body maturity.
The student dress code should serve to support all students to develop a body-positive self-image.
All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
Students should be free to dress without feeling responsible for distracting others.
Students should not face unnecessary barriers to school attendance due to dress code violations.

Students Must Wear:
Bottoms
Tops
Footwear
No attire can create a hazard to the health or safety of the student or others. Clothing must cover all undergarments and areas that undergarments normally cover. No underwear or undergarments may be visible at any time. However, visible waistbands or straps on undergarments are not a violation. Clothing may not be see-through.
Courses or Extracurricular Activities that include attire as part of the curriculum or activity may include assignment-specific dress. Similarly, courses requiring specific clothing for safety, may be enforced.

Students Cannot Wear:

Clothing and/or accessories that depicts, advertises or promotes any of the following:
The use of alcohol, drugs, tobacco, and/or other illegal activity.
Violence, profanity, pornography, or intimidating and explicit images and/or language.
The use of hate speech (targeting groups based on race, ethnicity, nationality, sexual orientation, gender identity, religious affiliation or any other protected group).
Undergarments and swimwear of similar design worn as outerwear.
Any clothing and/or accessories that obscure the face, except as a religious observance or health/safety-related facial covering.
Clothing, tattoos and/or accessories that pose a risk to the health or safety of others.

Short-Term Restrictions on Student Dress:

Short-Term restrictions on student dress shall be presented to the Superintendent or designee for approval.
School administration may implement short-term or temporary restrictions in response to a reasonably foreseeable risk of substantial disruption, interference with the educational process, or when specific attire is likely to incite unlawful action.
In consultation with law enforcement and/or other gang experts, the school administration may restrict clothing and/or accessories which is identified as being gang related or which could reasonably be foreseen to create a hostile or unsafe environment among rival gangs, individuals or groups.(Education Code 32282)

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

To maintain a secure environment, all students, parents, and visitors must undergo screening by the District’s Evolv Weapon Detection System before entering any school campus.

Furthermore, please observe all safety guidelines, which include:
Adhering to designated safety crossing zones.
Utilizing official drop-off and pick-up locations for students.
Following the parking instructions indicated by color-coded curbs.
Complying with all traffic laws, especially those concerning distracted driving.

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

Goal

Component:

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

1. All visitors must check-in to the school office, provide identification, and wear appropriate identification badge while on campus. In addition, all visitors must walk through our Evolve weapons detection system as they enter the office.
2. Before leaving the school site, all visitors must check-out through the school office, returning the identification badge.

Element:

Positive Behavior Intervention Supports (PBIS)

Opportunity for Improvement:

Continue to expand PBIS throughout all District campuses.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Data-based Decision Making	Team reviews and uses discipline data and academic outcome data (e.g., curriculum-based measures) at least monthly for decision-making. Data shared with faculty monthly.	Targeted funding	PBIS Coordinator	PBIS TFI

Objectives	Action Steps	Resources	Lead Person	Evaluation
Feedback and Involvement	A Written system for specific behavior feedback is in place. System is linked to expectations and used across all settings and within classrooms. At least 90% of a sample of staff uses the formal system of acknowledging positive behaviors. At least 50% of a sample of students have received an acknowledgment of positive behavior. System includes incentives for staff and families.	Targeted funding, collaboration time	PBIS Coordinator	Discipline data, surveys
Parent Involvement	Students, families, and community members provide input on expectations, acknowledgments, definitions, and consequences at least once a year.	Targeted funding, parent/teacher conferences	Administration, PBIS Coordinator	Family surveys

Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Desert Winds Continuation High School Student Conduct Code

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline polices and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.
At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Conduct Code Procedures

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

Discussion or conference between school staff, the student and student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling
Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and student's parents/guardians
When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
Enrollment in a program for teaching prosocial behavior or anger management
Participation in a restorative justice program
A positive behavior support approach with tiered interventions that occur during the school day on campus
Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
Detention after school hours as provided in the section below entitled "Detention After School"
Community service as provided in the section below entitled "Community Service"
In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
Reassignment to an alternative educational environment
Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Student With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))?

(K) Hate Crime Reporting Procedures and Policies

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

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

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

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

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

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

Complaint Process

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

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

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

(J) Procedures to Prepare for Active Shooters

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

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

- Try to remain calm.
- Try to warn other faculty, staff, students and visitors to take immediate shelter.
- Proceed to a room that can be locked or barricaded.
- Lock and barricade doors or windows.
- Turn off lights.
- Close blinds.
- Turn off radios or other devices that emit sound.
- Keep yourself out of sight, stay away from windows and take adequate cover/protection, i.e. concrete walls, thick desks, filing cabinets.
- Silence cell phones.
- Run, Hide, fight
- Have one person call 911 and provide:
- “This is Antelope Valley High School; we have an active shooter on campus, gunshots fired.”

If you were able to see the offender(s), give a description of their sex, race, clothing, type of weapon(s), location last observed, direction of travel, and identity – if known.

- If you observed any victims, describe the location and number of victims.
- If you observed any suspicious devices (improvised explosive devices), provide the location observed and a description.
- If you heard any explosions, provide a description and location.
- Wait patiently until a uniformed police officer, Campus Supervisor or Administration official known to you, provides an “all clear.”
- Unfamiliar voices may be an active shooter trying to lure you from safety; do not respond to voice commands until you can verify with certainty that they are being issued by a police officer or Campus Supervisor.
- Rescuing people should only be attempted if it can be accomplished without further endangering the persons inside a secured area.

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

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

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

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.
The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.
Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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

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

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

Opioid Prevention and Life-Saving Response Procedures

What are the signs of an opioid overdose?
During an overdose, a person’s breathing can be dangerously slowed or stopped, causing brain damage or death. It’s important to recognize the signs and act fast, even before

emergency workers arrive. Signs of an overdose may include:

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

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

How to use NARCAN Nasal Spray:
Step 1. Lay the person on their back to receive a dose of NARCAN Nasal Spray.
Step 2. Remove NARCAN Nasal Spray from the box. Peel back the tab with the circle to open the NARCAN Nasal Spray.
Step 3. Hold the NARCAN Nasal Spray with your thumb on the bottom of the red plunger and your first and middle fingers on either side of the nozzle.
Step 4. Tilt the person’s head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the
bottom of the person’s nose.
Step 5. Press the red plunger firmly to give the dose of NARCAN Nasal Spray.
Step 6. Remove the NARCAN Nasal Spray from the nostril after giving the dose.
Step 7. Get emergency medical help right away.

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

minutes until the person responds or emergency medical help is received.
Step 8. Put the used NARCAN Nasal Spray back into its box.
Step 9. Throw away (dispose of) the used NARCAN Nasal Spray in a place that is away from children.

Response Procedures for Dangerous, Violent, or Unlawful Activities

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

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

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

Instructional Continuity Plan

Purpose
The Instructional Continuity Plan ensures that teaching and learning can continue with minimal disruption in the event of an emergency, disaster, or extended school closure (e.g., natural disaster, public health emergency, or utility failure). It prioritizes safety while maintaining access to high-quality instruction.

Scope
This plan applies to all schools in the Antelope Valley Union High School District (AVUHSD) and includes provisions for:
-In-person and remote instructional transitions
-Students with special needs and English learners
-Staff communication and professional support
-Access to technology and instructional materials

Communication Protocols
-District-Level Coordination: The AVUHSD Superintendent or designee will issue district-wide guidance. Site principals will adapt messaging for school-specific needs.
-Parent/Guardian Updates: Communications will be delivered via SchoolMessenger, district websites, email, social media, and robocalls in English and Spanish.
-Staff Alerts: Staff will receive updates through district email, internal messaging platforms, and school-level briefings.
-Student Messaging: Students will receive instructions through Google Classroom, PowerSchool, and school email accounts.

Instructional Delivery, Access & Equity
Instructional Delivery Models
Depending on the emergency context, AVUHSD will shift between three core models:
-Traditional In-Person Instruction
-Reinforce safety procedures (earthquake drills, fire drills, health protocols).
-Activate safety protocols while keeping schools open if feasible.

-Blended/Hybrid Learning
-Digital assignments through Google Classroom and other delivery systems for instruction.

-Fully Remote Learning
-Asynchronous and synchronous classes via Google Classroom and other delivery systems for instruction.
-Weekly learning schedules posted on Google Classroom with access links on school and district websites.

Technology Access
-Every student will have access to a Chromebook (if needed).
-Wi-Fi hotspots available on an as-needed basis.
-IT support via district helpdesk (phone, email, and ticket system)

Instructional Equity
-Special Education: IEPs will be adapted for remote instruction; virtual IEP meetings will be held as needed.
-English Learners: Designated ELD support and translation services.
-Homeless and Foster Youth: Liaison services to ensure connectivity, and academic support.

Staff Roles, Attendance, and Professional Support
Staff Roles and Expectations
-Teachers: Deliver live or asynchronous instruction, maintain virtual office hours, post weekly lesson plans, and document student engagement.
-Administrators: Monitor attendance, provide instructional support, and ensure compliance with district expectations.

-Counselors and Support Staff: Provide virtual mental health services, college and career counseling, and family outreach.

Attendance Monitoring
-Daily attendance logged through PowerSchool.
-Multiple methods accepted: logins, assignment submissions, participation in virtual discussions.
-Outreach teams will follow up with students who are absent or disengaged.

Professional Development
Ongoing virtual training on:
-Google Suite tools
-Differentiation in digital spaces
-Culturally responsive remote instruction
-Alludo
-Emergency PD sessions activated during transitions to remote/hybrid learning.

Recovery & Reintegration
-Re-entry protocols will include academic assessments, social-emotional check-ins, community forums and academic support services.

For questions about this plan, please contact the AVUHSD Office of Educational Services.

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 5/29/25 and adopted by Desert Winds Continuation High School on 5/29/25 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.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

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

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.

District outreach

Support for Unique Needs

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

MTSS

Access to Instruction

Timeline for Access to Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

As required, Desert Winds Continuation High 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.

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.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Desert Winds Continuation High 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:

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.

Communication protocols will follow the instructional continuity plan and timelines.

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.

As required, 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.

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.

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

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.

As required, equity, access, and inclusion are addressed in the instructional continuity plan.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEPs will be adapted for remote instruction; virtual IEP meetings will be held as needed.

English Leaners (EL)

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

EL students will be supported virtually - ELD support and translation services will be provided. Bilingual aides, EL Coordinators, and the Bilingual Secretary will continue support virtually.

Professional Learning

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

Professional development opportunities and resources are outlined in the instructional continuity plan.

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.

The MTSS framework will be followed and supports will be provided virtually, as needed.

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

Available resources will be provided at the direction of the school district and city.

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.

Access and resources will be provided as outlined in the instructional continuity plan.

Site-Based Collaboration

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

Expectations, communication, and timeline protocol will be followed as outlined in the instructional continuity plan.

Return to Site-Based Learning

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

Reintegration and conditions for resuming access to in-person instruction protocols will be followed as outlined in the instructional continuity plan.

Integration with Comprehensive School Safety Plan (CSSP)

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

This Instructional Continuity Plan (ICP) will be included as an integral component of Desert Winds Continuation High 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.

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:

Annually

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

District staff shall report the presence of any immigration enforcement officers to appropriate site and/or other appropriate administrators.

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

Notify the Superintendent or designee about the information request

Provide students and families with appropriate notice and a description of the immigration officer's request

Document any request for information by immigration authorities

Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action

Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information

Ask the officer for his/her reason for being on school grounds and document the response

Request that the officer produce any documentation that authorizes his/her school access

Make a copy of all documents produced by the officer and retain one copy for school records

If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee

If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:

If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.

If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.

If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
???????
Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.

After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
???????
A list or copy of the officer's credentials and contact information

The identity of all school personnel who communicated with the officer

Details of the officer's request

Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge

District staff's response to the officer's request

Any further action taken by the officer

A photo or copy of any documents presented by the officer
???????
Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official

Privacy Constraint

The notification shall not include any personally identifiable information.

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The district's legal counsel or other designated official shall submit a timely report to the Board of Trustees regarding the officer's requests and actions and the district's responses. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030692&revid=ttBR3eCvhgI2JUDVy2v8Pw==&PSID=

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

https://www.cde.ca.gov/ls/pf/if/immigration-toolkit.asp

Procedures Regarding Pupil Smartphone Use During Emergencies

Students will not be prohibited from using a device under the following circumstances (EC 48901.7):
In the case of an emergency, or in response to a perceived threat of danger.
Students declaring a personal emergency may be directed to a designated office to make a phone call, rather than using a device.
In an emergency situation, students may be directed to refrain from using devices until school personnel have assessed the situation to determine whether device use could be detrimental to student safety.
Once the Principal or designee assesses an emergency and determines that device use does not compromise student safety, they will inform staff. Staff may then allow students to use their devices to communicate their safety to their families.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Administrative Regulation 5131.8: Mobile Communication Devices updated 09/04/25

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Allowed Use

Students may access devices subject to this policy during the following times:
Before the start of the instructional day
Nutrition break/snack
Lunch
Passing periods
After the end of the instructional day
Additionally, students will not be prohibited from using a device under the following circumstances (EC 48901.7):
In the case of an emergency, or in response to a perceived threat of danger.
Students declaring a personal emergency may be directed to a designated office to make a phone call, rather than using a device.
In an emergency situation, students may be directed to refrain from using devices until school personnel have assessed the situation to determine whether device use could be detrimental to student safety.
Once the Principal or designee assesses an emergency and determines that device use does not compromise student safety, they will inform staff. Staff may then allow students to use their devices to communicate their safety to their families.
When a teacher or administrator grants permission for a student to use a device, subject to any reasonable limitation posed by that teacher or administrator.
Such temporary permission shall only be granted to an individual student under circumstances of urgency, when waiting until a time of allowable use would be detrimental to the student's health or well-being.
When a licensed physician or surgeon determines that the possession or use of a device is necessary for the health or well-being of the student.
The District Nurse may create a health plan indicating the need for the possession or use of a device based on the orders of a licensed physician or surgeon.
When the possession or use of a device is required in a pupil's individualized education program (IEP) or Section 504 plan, accommodations.
Short-Term Waiver of Policy

A short-term waiver to this policy may be granted by the Principal or designee under the following circumstances:
The use of a device included in this policy is necessary for the students in a specific class or course to engage with the district-

adopted curriculum, and no other reasonable means exist on the campus that would allow for the coursework to be completed using an alternative device in a reasonable and timely manner.
The instructor of the course shall petition the Principal or designee for an exception to the policy.
If a licensed physician or surgeon, or their designee, deems that the use of a device included in this policy is temporarily necessary for the well-being of the student, the physician may write a letter requesting a short-term waiver of this policy.
A short-term medical waiver request shall include the following information:
The full name and birthdate of the student.
The function for which the device is necessary, which cannot reasonably be completed by a device not subject to this policy.
A start date and end date for the exemption.
The letter must include the date it was written, the name, signature, medical license number, and contact information for the medical professional making the request.
Short-term waiver requests will be submitted to the District Nurse at each site.
The District Nurse shall communicate relevant information about the exception to the student's teachers, site administrators, and necessary support staff.
The communication from the District Nurse shall include the specific allowable use of the device and the duration of the exemption.
The District Nurse should consult with the SST/504 coordinator for requests that exceed 45 school days to determine whether a more comprehensive support plan is necessary for the student.

Safety Plan Review, Evaluation and Amendment Procedures

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

Emergency Contact Numbers

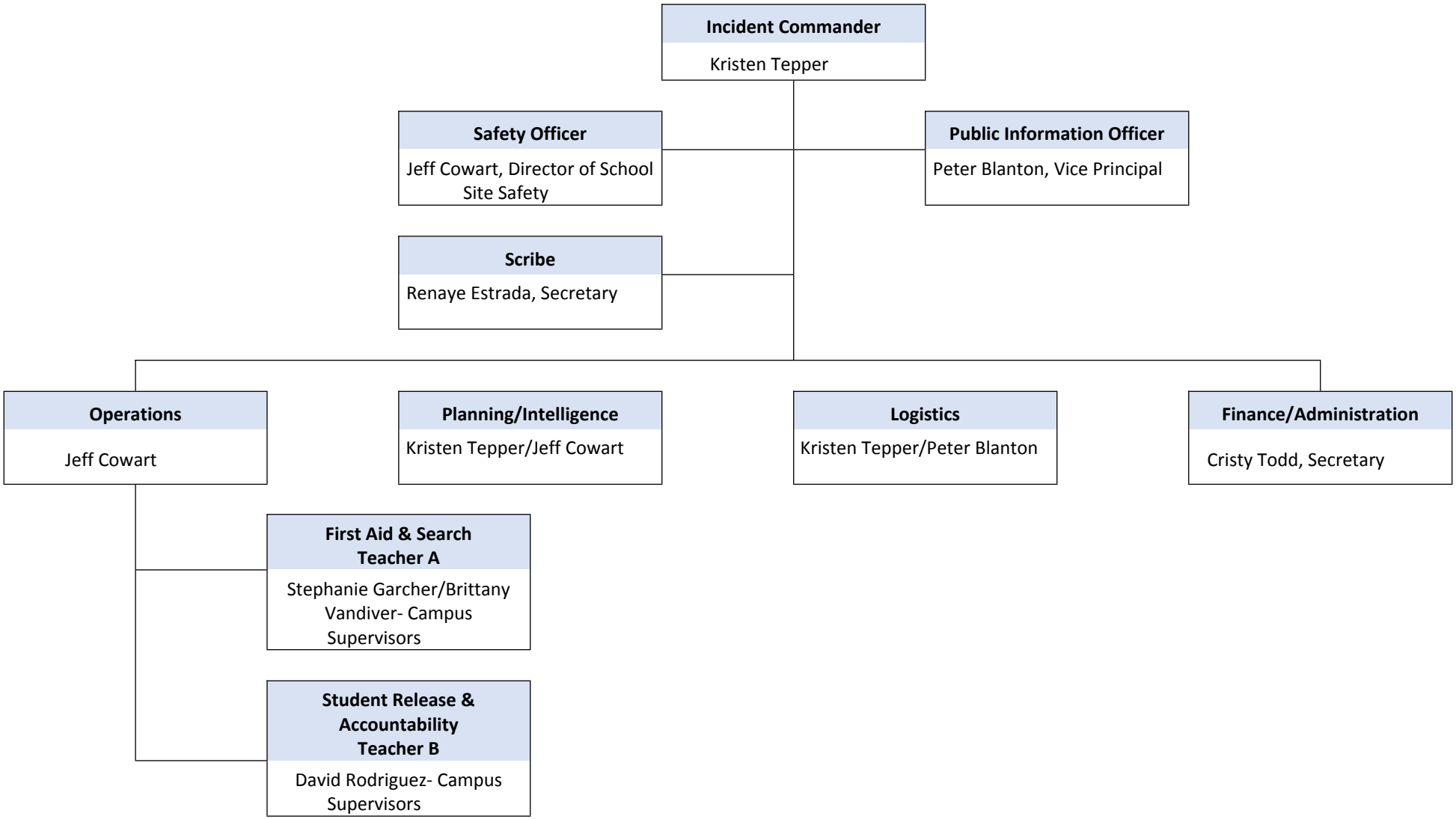
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Lancaster Station	661-948-8466	
Law Enforcement/Fire/Paramedic	Fire Station	661-948-2631	
School District	AVUHSD	661-948-7655	Superintendent ext. 2601
School District	AVUHSD	661-948-7655	Human Resources ext. 2212
School District	AVUHSD	661-948-7655	Student Services ext. 2428
School District	AVUHSD	661-948-7655	Business ext. 2304
School District	AVUHSD	661-948-7655	Educational Services ext. 2504

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Law Enforcement Review	February 18, 2026	
School Site Safety Committee Review	February 18, 2026	
Governing Board Review	March 12, 2026	
Post on SARC	February 2026	
Post on School Website	March 2026	

Desert Winds Continuation High 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:

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

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

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

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

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

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

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

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

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

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

Animal Disturbance

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

1. Immediate Response:
    - Alert staff: Quickly notify relevant staff members about the animal disturbance using the school's communication system.
    - Assess the situation: Determine the type and size of the animal, potential threat level, and its proximity to students and staff.
2. Secure the Area:
    - Isolate the area: Establish a perimeter to prevent students and staff from approaching the disturbed animal.
    - Evacuate if necessary: If the animal poses an immediate threat, follow established evacuation procedures to move students, staff, and visitors to a safe location.
3. Contact Animal Control or Experts:
    - Call animal control: Contact local animal control authorities to report the situation and seek their guidance on handling

the specific type of animal.

4. Communication with Parents:
    - Provide guidance: Offer clear instructions to parents on any actions they need to take, such as picking up students from a designated safe area.
5. Monitor and Manage Students:
    - Calm and reassure: Provide clear communication to students about the situation, and reassure them that measures are in place to ensure their safety.
6. Professional Intervention:
    - Wait for professionals: Avoid attempting to handle the animal without professional assistance, especially if it is a potentially dangerous or unknown species.
    - Follow expert advice: Collaborate with animal control or wildlife experts on the appropriate measures to resolve the disturbance.
7. Review and Update Procedures:
    - Conduct a debriefing: After the incident, conduct a debriefing session with relevant staff to evaluate the response and identify areas for improvement.
    - Update policies: Revise and update school policies and procedures related to animal disturbances based on lessons learned from the incident.

Armed Assault on Campus

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

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

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

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

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

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

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

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

Armed Student in Class
Do not confront the student! Wait for law enforcement and campus security to arrive. Do not attempt to retrieve the weapon. Do not attempt to restrain or discipline the student. Remain calm and conversational with the armed individual.

Gang fight/riot/threatening Group: Contact campus security or the switchboard operator. Wait for campus security to arrive. If there is fighting, instruct the students to stop in a loud voice but do not try to break it up. Identify yourself and issue an order to disperse. Let campus security or law enforcement handle the situation.
Call 9-9-1-1 and identify your school site and exact location. Stay on the phone with law enforcement until they arrive. Relay as much information as possible. Who and how many are involved? Specific location of occurrence? Number of wounded? Weapons involved? Any background knowledge of trouble or participants? Administer first aid treatment to injured individuals when it is safe to do so. If possible, remove students from the area. Anticipate that a lock down may be implemented to ensure students safety in the classroom. If students are out of class, direct them out of the danger zone. When appropriate have them to report to their next period class immediately. Do not physically disturb the area where the fight occurred, as it may be a crime scene. Provide the name of potential witnesses to the campus security or law enforcement. Attempt to calm students. Contact campus security or law enforcement with any rumors of potential conflicts or fights. Notify the district office to request additional security staff.

Hostage situation:
Do not use words such as “hostage,” “captives,” or “negotiate." Remain calm. No confrontation, no challenges, no heroics. IF A CLASSROOM IS TAKEN HOSTAGE: Obey the suspect's commands. Don't argue or fight. Go into a rest mode. Be passive. Tend to display more restful, sleepy behavior as opposed to being active. Try to calm the suspect and listen to complaints or demands, Keep students calm and don't allow them to agitate the suspect. Ask permission of the suspect in all matters. Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, including the student’s first name, throughout the conversation. If you do not know first names, refer to the hostage(s) as boys, girls, men, women, or students. This will help personalize hostage(s) as people rather than objects. Encourage the suspect to release everyone. KEEP ALL RADIOS, TELEVISION SETS, AND COMPUTERS TURNED OFF. If possible and without increasing risk to yourself, minimize any possibility that the suspect can hear or see news reports. This could escalate the situation and keeping these devices off may help the situation. Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six to eight hours and the average barricade incident last approximately three hours, so time is on your side. Based on the situation and the age of the suspect,

anticipate at the point of rescue that all possible suspects in the room will be handcuffed by the sheriff's department. Deputies will then make a positive identification of the suspect and release the victims. Anticipate a LOCK DOWN to protect student and staff members in their classrooms/offices.

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

Biological or Chemical Release

Biological or Chemical Release

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

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

This procedure deals with three possible scenarios involving the release of biochemical substances:
Scenario 1 - Substance released inside a room or a building;
Scenario 2 - Substance released outdoors and localized; and
Scenario 3 - Substance released in surrounding community.

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

Scenario 1: Substance Released Inside a Room or Building

1) The School Administrator or designee will initiate the EMERGENCY EVACUATION PROCEDURE. Staff and students will use designated routes or other alternative safe routes to the assigned Assembly Area, located upwind of the affected room or building.

2) The School Administrator or designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency. The School Administrator or designee will also contact the Sheriff Deputy and inform them of the emergency. Responding Fire Station #130 44558 40th Street West, Lancaster, CA 93536 (661) 945-5788

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

4) The School Administrator or designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.

5) The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.

6) Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be quarantined from unaffected individuals (isolation does

not apply to widespread airborne releases). A member
of the First Aid/Medical Team should assess the need for medical attention.

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

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

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

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

Scenario 2: Substance Released Outdoors and Localized

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

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

3) The School Administrator or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency. The School Administrator or designee will also contact the Sheriff Deputy and inform them of the emergency. Responding Fire Station #130 44558 40th Street West, Lancaster, CA 93536 (661) 945-5788

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

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

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

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

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

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

Scenario 3: Substance Released in Surrounding Community

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

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

3) Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria and gymnasium). Teachers should communicate their locations to the School Administrator, using the telephones,

PA system or other means without leaving the building.

4) The School Administrator or designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency. The School Administrator or designee will also contact the Sheriff Deputy and inform them of the emergency. Responding Fire Station #130 44558 40th Street West, Lancaster, CA 93536 (661) 945-5788

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

6) The School Administrator will turn on a radio or television station to monitor information concerning the incident.

7) The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the School Administration.

Bomb Threat/ Threat Of violence

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

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

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

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

Searches:

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

Evacuating:

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

Bomb Threat: If available. immediately refer to the "Bomb Threat Checklist". Keep the caller on the line as long as possible. Ask

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

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

Bus Disaster

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

1. Immediate Response:
    - Activate emergency services: Immediately contact local emergency services (911) to report the bus disaster and provide specific details about the location and nature of the incident.
    - Contact district office staff
2. Account for Personnel:
    - Take attendance: Teachers and administrators should take attendance to ensure all students and staff are accounted for.
    - Identify missing individuals: Establish a system to identify and locate any missing students, staff, or other individuals involved in the bus incident.
3. Student and Staff Safety:
    - Evacuation procedures: Implement evacuation procedures to move students and staff away from the immediate danger.
    - Provide first aid: Administer first aid to individuals with injuries, and coordinate with emergency medical services for further assistance.
4. Emergency Services Collaboration:
    - Work with emergency responders: Collaborate with local emergency services, fire departments, police, and other relevant authorities.
    - Follow professional guidance: Comply with the recommendations and instructions provided by emergency responders.
5. Parent Communication:
    - Notify parents: Use the school's communication channels to inform parents about the bus disaster and provide instructions on where and how to reunite with their children.
    - Establish a reunification point: Designate a specific location for parents to reunite with their children, ensuring a controlled and organized process.
6. Media Relations:
    - Public information officer (principal) will communicate with the media and provide accurate information.
    - Follow media protocol: Adhere to established communication protocols and release information responsibly, coordinating with district communications and safety staff.
7. Crisis Counseling and Support:
    - Provide counseling services: Arrange for counseling support to address the emotional well-being of students, staff, and families affected by the incident.
8. Investigation and Documentation:
    - Document the incident: Compile detailed documentation of the incident, including witness statements, photographs, and any other relevant information.
9. Review and Update Procedures:
    - Conduct a debriefing: After the incident, conduct a thorough debriefing with emergency responders, school staff, and relevant stakeholders to assess the response and identify areas for improvement.
    - Update emergency plans: Revise and update the school's emergency response plans based on lessons learned from the incident.

Cardiac Arrest

Disorderly Conduct

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

Earthquake

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

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

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

DROP, COVER and HOLD ON
What to do during an Earthquake:

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

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

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

Once the shaking stops:

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

o If told to evacuate, follow directions immediately.

Explosion or Risk Of Explosion

FIRE/EXPLOSION

The injured should be treated as much as possible while awaiting Police or Fire Department. Anticipate an evacuation away from threatened buildings using the fire drill. Maintain control of students and take roll. If smoke is in the immediate vicinity, instruct students to "Stay low and Exit," crawling to avoid breathing fumes. If no escape is possible, close as many doors as possible between you and the fire. Stuff cracks and openings with wet clothing/rags and avoid fanning flames. Lay on the floor to avoid smoke. Wait for help. Identify witnesses. Anticipate being bused to an alternative location.

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

Extreme Weather

In the event of extreme weather, the school will strictly adhere to established district safety protocols and emergency natural disaster procedures to ensure the protection of all students and staff. These measures include designated sheltering-in-place or evacuation routes as dictated by the specific weather threat. See attached.

Fire in Surrounding Area

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

1. Immediate Response:
   - Activate emergency services: Immediately contact local emergency services (911) to report the fire in the surrounding area.
   - If the fire is a danger or potential danger to the school, pull the fire alarm to evacuate students to the appropriate area. Backup rally points have been established for Virtual Academy/SOAR Prep and for Knight Prep Academy in the event that the fire is in the vicinity of the primary rally point.
2. Account for Personnel:
   - Take attendance: Teachers and administrators should take attendance to ensure all students and staff are accounted for.
   - Identify missing individuals: Establish a system to identify and locate any missing students, staff, or other individuals involved in the incident.
3. Shelter-in-Place Procedures:
   - If evacuation is not necessary at first, monitor the fire and be ready to evacuate as needed.
   - Close windows and doors: Seal off areas to prevent the entry of smoke and other airborne contaminants.
4. Emergency Services Collaboration:
   - Work with emergency responders: Collaborate with local fire departments and other relevant authorities to coordinate the response.
   - Follow professional guidance: Comply with the recommendations and instructions provided by emergency responders.
5. Parent Communication:
   - Notify parents: Use the school's communication channels to inform parents about the fire and provide instructions on where and how to reunite with their children.

- Establish a reunification point: Designate a specific location for parents to reunite with their children, ensuring a controlled and organized process.

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

Fire on School Grounds

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

- Call ext. 217 or 0 and/or 9-911 and be prepared to give:
- School name and address
- Location of fire (room or building)
- Description of fire/explosion
- Do not use elevators during a fire emergency.

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

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

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

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

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

Flooding

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

procedures:
1. Immediate Response:
- Move students out of rooms that have been damaged by heavy rains.
- Contact director of maintenance with specific information about damage to buildings.
- Contact district office safety and/or maintenance support

2. Communication:
- Notify staff: Use the school's communication system to alert all staff members about the flooding and provide details about the situation.
- If necessary, communicate with emergency services: Establish communication with local emergency services, flood response or CERT teams, and other relevant authorities, providing ongoing updates on the situation.

3. Parent Communication:
- As necessary, notify parents: Use the school's communication channels to inform parents about the flooding if there has been a significant impact to the student's schedule, or if it has been determined that school will be closed due to flooding.

4. Assessment and Mitigation:
- Assess water damage: After the flood is under control, assess the extent of water damage in affected areas.
- Mitigate further damage: Take immediate steps to mitigate additional water damage, including removing excess water, securing affected areas, and initiating the drying process.

5. Room-Specific Procedures:
- Identify affected rooms: Determine which rooms are damaged by water and assess the level of damage.
- Coordinate with maintenance and custodial staff: Work with maintenance and custodial teams to assess and address damage in affected rooms, including structural issues, electrical concerns, and the removal of water-damaged materials.
- Initiate cleanup and restoration: Begin the cleanup and restoration process in water-damaged rooms, following established protocols and safety measures.

6. Review and Update Procedures:
- Conduct a debriefing: After the incident, conduct a thorough debriefing with emergency responders, school staff, and relevant stakeholders to assess the response and identify areas for improvement.
- Update emergency plans: Revise and update the school's emergency response plans based on lessons learned from the flooding incident, including specific considerations for addressing water-damaged rooms.

Loss or Failure Of Utilities

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

1. Immediate Response:
- Assess the situation: Determine the extent of the loss or failure of utilities, including electricity, water, gas, and heating or cooling systems.
- Activate emergency services: If necessary, contact local utility providers and emergency services to report the issue and seek assistance.
- Contact director of maintenance.

2. Communication:
- Notify staff: Use the school's communication system to inform all staff members about the loss or failure of utilities and provide details about the situation.
- Communicate with utility providers: Establish communication with utility providers to report the issue, receive updates on restoration efforts, and seek an estimated timeline for resolution.

3. Evacuation Procedures (if necessary):
- Assess the need for evacuation: Determine if the loss of utilities poses immediate risks, such as lack of heating in cold weather or loss of water for an extended period.
- Evacuation routes: If evacuation is necessary, implement established evacuation procedures to move students and staff to a safe location.

4. Parent Communication:
- Notify parents: Use the school's communication channels to inform parents about the loss or failure of utilities and

provide instructions on any necessary actions or changes to the school schedule.

5. Assessment and Restoration:
   - Assess the extent of damage: Once the immediate situation is under control, assess the extent of damage to utility systems and infrastructure.
   - Collaborate with utility providers: Work closely with utility providers to expedite the restoration process and obtain updates on progress.
6. Review and Update Procedures:
   - Conduct a debriefing: After the incident, conduct a thorough debriefing with emergency responders, school staff, and relevant stakeholders to assess the response and identify areas for improvement.
   - Update emergency plans: Revise and update the school's emergency response plans based on lessons learned from the loss or failure of utilities, with a focus on improving preparedness and response capabilities.

Motor Vehicle Crash

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

Pandemic

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

Psychological Trauma

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

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

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

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

Suicide/Threat: Suicide rarely happens without some warning to someone. Staff and faculty need to take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared. Verbal Suicide Threat: If a student suggests he/she is

thinking about committing suicide in the near future: LISTEN! SHOW YOU CARE! GET HELP! Trust your feelings that this student may be self-destructive. Do not leave the student alone. Notify Campus Security or Law Enforcement. They will contact the counselor and/or school psychologist. Under no circumstances should an untrained person attempt to assess the severity of suicidal risk. The counselor/psychologist will notify the student's parent, guardian or other emergency contact.

When a Student is Threatening Suicide on Campus and has a Lethal Weapon Available: Stay with the student. Remain calm. Get vital information if possible. Clear other students from the scene. Assure the student that he or she has done the right thing by talking to you. Get the student to talk. Listen! Listen! Listen! Repeat back! Speak in a calm low voice. Make a mental note of what the student says. Monitor the student's behavior constantly. Try to get the student to agree to a verbal "no suicide" contract. ("I will not kill myself before talking to a counselor.") When it is deemed appropriate, the Incident Command Post (ICP) will be set up away from the affected area to provide effective coordination of ongoing response efforts during a critical campus incident.

Additionally an off-site Emergency Operation Center will be set up in conjunction with Local Law Enforcement when deemed appropriate to assist with coordination of response management and resource allocation.

Suspected Contamination of Food or Water

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

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

- Clean affected areas: Implement thorough cleaning and decontamination procedures in areas suspected of contamination.
- Follow health guidelines: Adhere to health guidelines and protocols for cleaning and sanitizing to prevent further spread of contamination.

10. Review and Update Procedures:
    - Conduct a debriefing: After the incident, conduct a thorough debriefing with school staff, health officials, and relevant stakeholders to assess the response and identify areas for improvement.
    - Update emergency plans: Revise and update the school's emergency response plans based on lessons learned from the incident, with a focus on improving food and water safety measures.

Tactical Responses to Criminal Incidents

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

Unlawful Demonstration or Walkout

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

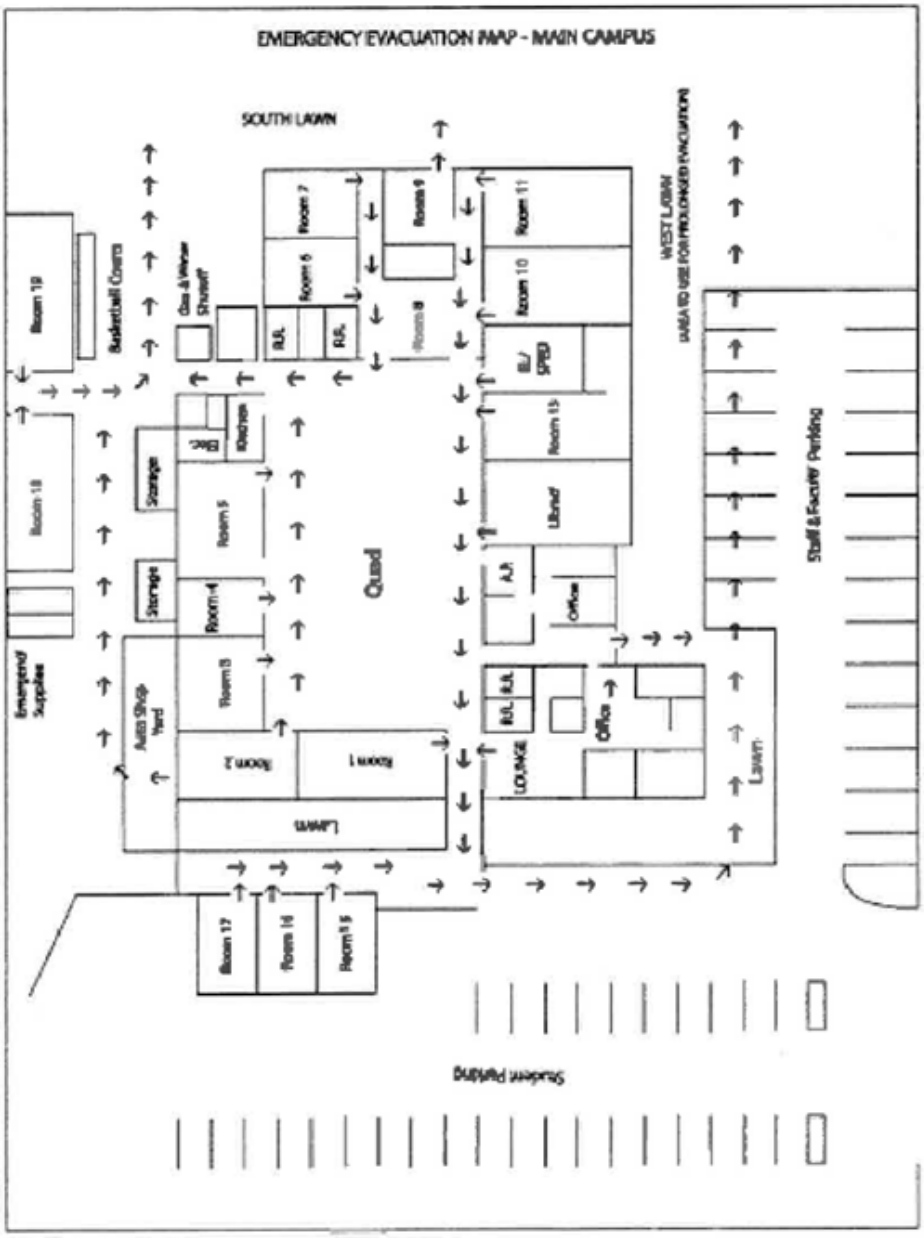
When a walkout or demonstration begins, it is critical to respond calmly and maintain order. Staff will be strategically deployed to potential exit points and high-traffic areas on campus to monitor and direct students. If students insist on demonstrating, they will be guided to a designated, safe area on campus, such as an athletic field or quad, to minimize disruptions and ensure their safety. Attendance must be carefully documented, noting which students leave campus, but staff should not physically restrain or block students from leaving. De-escalation strategies should be utilized to avoid confrontations and maintain a safe environment.

Communication during and after the event is vital. Local law enforcement will be informed of the situation to ensure student safety, particularly off-campus, where busy streets or intersections may pose risks. Parents will be kept informed through mass communication tools, with updates emphasizing that the school is prioritizing student safety. Staff will also be kept in the loop about the current status and any next steps to maintain consistency in response efforts.

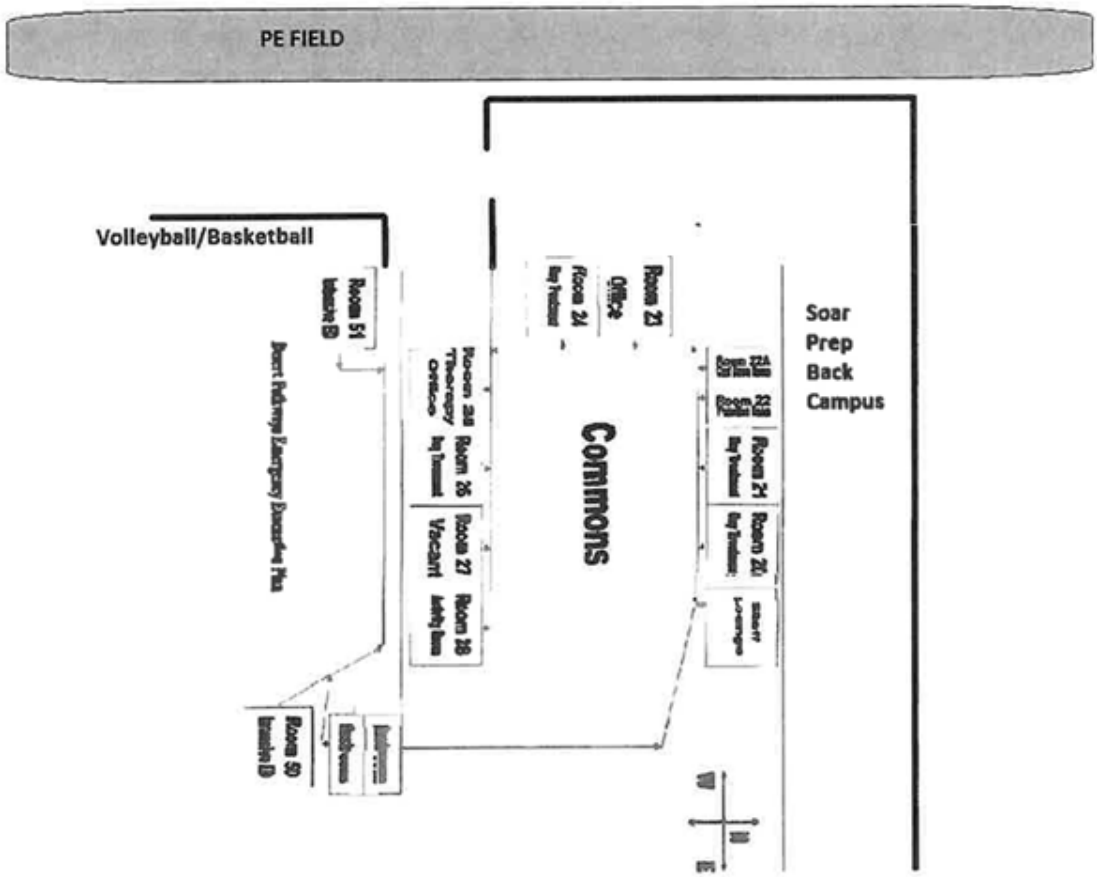
After the walkout, reintegration is key. Students returning to campus will be welcomed back and redirected to their classes without confrontation. Attendance issues must be addressed according to district policies, such as marking unexcused absences where appropriate. A post-event debrief with the Leadership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

Emergency Evacuation Map

Emergency Evacuation Routes



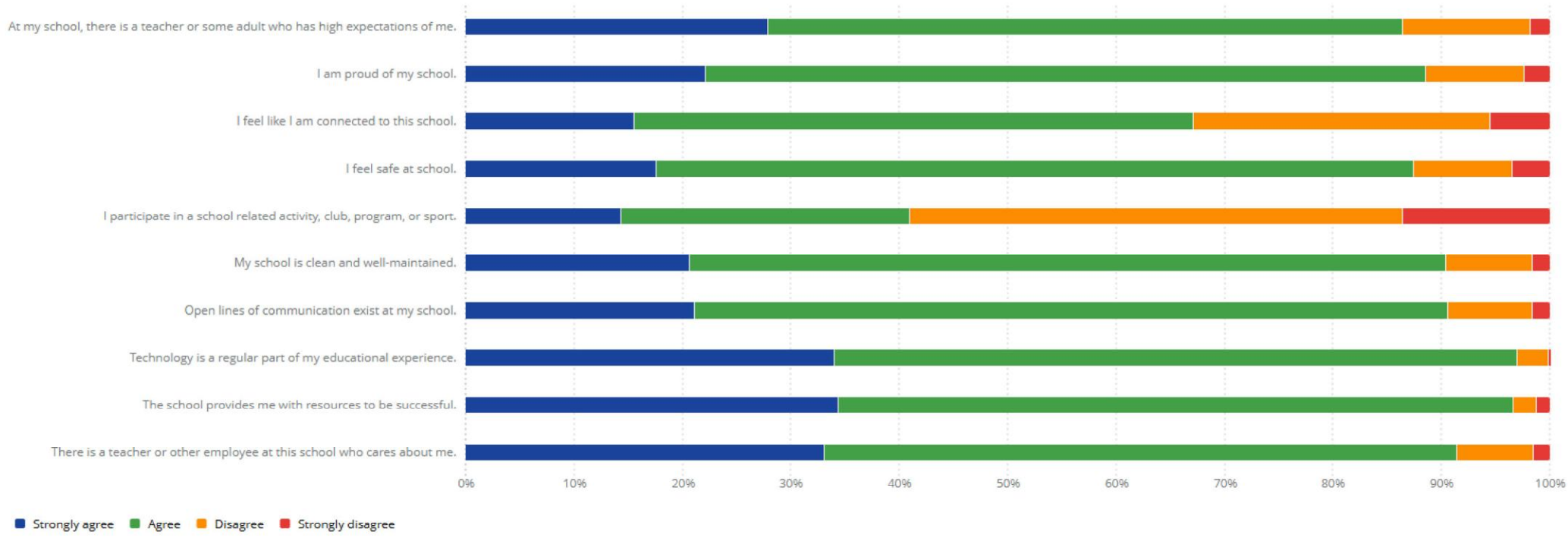
Emergency Evacuation Routes



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

Filters School: **Desert Pathways High School, Desert Winds High School** Reset to Default

2025-2026 Fall Climate Survey Student Response Summary 617



SCHOOL DEPUTY YEARLY STATISTICAL REPORT
ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT
SCHOOL YEAR 2025 - 2026

CAMPUS CRIME STATISTICS	Antelope Valley			Eastside			Highland			Lancaster			Littlerock			Palmdale			Pete Knight			Quartz Hill			Continuation			Monthly Total		
	Report	Diversion	Arrest	Report	Diversion	Arrest	Report	Diversion	Arrest	Report	Diersion	Arrest	Report	Diversion	Arrest	Report	Diversion	Arrest	Report	Diversion	Arrest	Report	Diversion	Arrest	Report	Diversion	Arrest	Report	Diversion	Arrest
Total Incidents	3	0	3	10	2	14	4	0	6	34	1	22	13	0	6	9	0	2	5	0	6	17	6	12	7	0	6	102	9	77
Threat Ass.																1												1	0	0
Narcotics, Misd.																												0	0	0
Narcotics, Infr.																												0	0	0
Weapons, Felony	1		1	1		1																						2	0	2
Mental Evals							1			1			4												1			7	0	0
71 PC																												0	0	0
243.6 PC							1			13		13	1									4		4	1		1	20	0	18
Felony Battery				1		1	1		6				1		3	4		2	3		2	2		1				12	0	15
Battery			1	4	2	12	1			3	1	1				4			1		3	3	6	1				16	9	18
Fighting in Public																												0	0	0
Vandalism										1		1																1	0	1
Burglary										1		4																1	0	4
Petty Theft				1						1		1																2	0	1
Other Felony	1			1						6		1	3		3				1		1	2		3	1		1	15	0	9
Other Misd.	1		1	1						2		1										3		3	4		4	11	0	9
Other Misc.				1																								1	0	0
Juvi Info Form										6			4									3						13	0	0
Total Citations	0			0			0			3			19			0			0			0			0			22		
Hazardous Traffic																												0		
Non-Haz Traffic													6															6		
Truancy													13															13		
Muni/Misc. Infr.										3																		3		
Field Interviews													18															18		