

COMPREHENSIVE SCHOOL SAFETY PLAN

2025 - 2026



Central Academy of Arts and Technology

1701 18th Street

Bakersfield, CA 93301

Comprehensive School Safety Plan

School Year:
2025-2026

School: Central Academy of Arts and Technology

CDS Code: 15-10157-0142505

Charter Number: 2142

District: Central Academy of Arts and Technology

Address: 1701 and 1723 18th Street Bakersfield, Ca 93301

Name	Title	Signature	Date
Joanna Kendrick	Principal/Superintendent		
Brandon Smith	Head of Schools		
Karin Harmon	Administration		
Mike Blan	Classified Staff		
Dorian Sanchez	Dean of Academics		
Shannon Melendez	Classified Staff		
Tiffani Coble	Classified Staff		
Megan Morrison	Teacher		
Scott Joseph	Teacher		
Betty Flores	Parent		

2025 -2026

Central Academy of Arts and Technology Board

President	David James
Secretary	Lilia Ray
Treasurer	Leslie Walters
Board Member	Tara Bratcher
Board Member	Ernest Unruh

CAAT School Leadership Team

Principal/Superintendent	Joanna Kendrick
Chief Executive Officer	Greg West
Head of School	Brandon Smith
Administration	Karin Harmon
Dean of Academics	Dorian Sanchez

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Important Emergency Numbers

FOR ANY EMERGENCY 911

The Central Academy of Arts and Technology LEADERS			
Principal/Superintendent Joanna Kedrick	(661) 885-0021	Dorian Sanchez	(661) 369-3012
Chief Financial Officer Greg West	(661) 885-00	OTHER TBD	
Dean of Students Brandon Smith	(661) 310-3176	OTHER TBD	
Administration Karin Harmon	(661) 805-7699	OTHER TBD	
Building and Maintenance Mike Blan	(661) 578-6485	OTHER TBD	
COMMUNITY NUMBERS			
Kern County Sheriff Dispatch	(661) 861-3110	Poison Control	1-800-222-1222
Bakersfield Police	(661) 327-7111	Kern County Animal Control	(661) 868-7100
Bakersfield Fire	(661) 326-3911	Child Protective Services-Kern County	(661) 631-6011
Bakersfield Animal Control	(661) 326-3436		
Kern County Fire Department	(661) 391-7000		
BCSD SCHOOL SITES			
Franklin Elementary	(661) 631-5270	Longfellow Elementary	(661) 631-5350
Downtown Elementary	(661) 631-5920	Stella Hills Elementary	(661) 631-5320

Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at The Central Academy of Arts and Technology Office.

Safety Plan Vision

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school, school and community members work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each site maximize safety by reducing panic and facilitating effective action during the CRITICAL FIRST TEN MINUTES of a crisis.

School leaders must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to STAY CALM since students will mirror the attitude/actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.

The Central Academy of Arts and Technology Safety Committee:

Joanna Kendrick CAAT Principal/Superintendent

Brandon Smith, Head of Schools

Karin Harmon, Administration

Tiffni Coble Office, Classified Staff

Eduardo Sandoval, CAAT Teacher
(Primary)

Scott Joseph CAAT Teacher
(Intermediate)

Brittany Smith CAAT Teacher (Intermediate)

Shalana Hamilton, Classified

Lorena Felix, Nurse

TBD, Parent

TBD, Parent

Mike Blan, Parent and Building and Maintenance Manager (Classified)

Assessment of School Safety

Regular review and assessment of the current safety needs will be conducted regularly. A parent, staff and student survey was conducted at the start of this year to gather feedback. This information was also incorporated to seek input from our educational partners on the safety of our school. We had over 110 responses to our mid-year parent survey, which provided meaningful feedback. This year our Student Council sat to discuss the feedback from the student survey, as this information was shared with staff and parents. Our drill schedule meets the federal guidelines for Fire Drill, Lock Down Drill and Earthquake drills. In August of every year, the school will report on the status of its

description of its key elements in the annual school accountability report card. At the beginning of the year all staff completed a self reflection on safety protocols on campus and how we as a staff can maintain the effectiveness of our safety policies. At Back to School Night, our safety protocols were shared with our families. Our Student Council and grade level Student Representatives will work to develop action steps in reflection of our student safety reports from the survey.

From here we plan to:

Identify wins that will have an immediate impact:

- (1) Develop an action plan on the key issues that we need to improve on from the survey results and walkthrough audits with local first responders.*
- (2) Follow through and communicate functional and team results to the CAAT Board, parents and staff.*

School Data:

There is no state data at this time.

Mid-Year Parent Survey Summary

Areas of Strength: Over 92% of our parents feel their children are safe at school and 94% of our students report that they feel safe at school.

Based on responses from families, several key areas are performing well:

1. **High Academic Expectations:** The majority of parents strongly agree that CAAT maintains high but attainable expectations for students.
2. **Positive School Climate & Communication:** Parents overwhelmingly strongly agree that office staff are welcoming and effective, and that they feel comfortable approaching both teachers and school leadership with questions.
3. **Arts & Technology Programs:** The strong support for our arts and technology elective program reflects its positive impact and engagement among students.

Opportunities for Improvement:

While parents recognize CAAT's strengths, two main areas emerged as priorities for improvement:

1. **Outdoor Play and Physical Activity:** Multiple families expressed the need for further development of outdoor play areas and an expansion of sports or physical activity programs.
2. **Communication Enhancements:** While many parents feel well-informed, some expressed a desire for more streamlined or proactive communication, particularly regarding upcoming events.

Next Steps

These findings will guide our efforts to strengthen communication, explore options for outdoor space expansion, and ensure students have balanced access to physical activity alongside their academic and arts-based learning. We appreciate our families' continued partnership in building an exceptional educational experience at CAAT

Safe Haven School Act (AB 49)

Federal and State Policies Regarding Access to Schools (Education Code sections 234.7: AB 49, AB 419, and AB 495).

State Law: California law, however, provides protections to minimize access to certain school areas and disruptions to classroom activities. California law authorizes school district boards and county office of education governing boards to “initiate and carry on any program, activity, or . . . otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established.” (EC 35160). State law also directs local educational agency governing boards to adopt policies that limit classroom interruptions (EC 32212).

Government Code section 7285.1 prohibits a local educational agency as an employer from providing voluntary consent to an immigration enforcement agent to enter any nonpublic areas of a place of labor, unless presented with a judicial warrant.

Central Academy of Arts and Technology (Caat) shall provide a safe, secure, and peaceful learning environment for all students and staff.

- Caat defines protected areas to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Caat’s property, including but not limited to, facilities owned, controlled by, or leased by Caat.
- Where outside contractors or service providers (particularly school resource officers) are regularly present at protected areas or have access to student information, Caat shall seek commitments from those parties not to facilitate immigration enforcement at any of the [local educational agency’s] protected areas unless required by law.

When confronted with a request to access the nonpublic area of a schoolsite, local educational agency personnel must, if practicable, ask for valid identification, which they should document. The agency personnel should also, where practicable, consult with the local educational agency’s legal counsel prior to complying with a valid judicial warrant, judicial subpoena, or court order. The local educational agency is always permitted to challenge the validity of the warrant, subpoena, or court order in a court of competent jurisdiction.(EC 234.7, subd. (a)(2)).

Immigration Administrative Subpoena:

If an immigration officer arrives with an administrative subpoena, Caat may decline to produce the information sought and may choose to challenge the administrative subpoena before a judge. Caat personnel should immediately contact legal counsel and/or a designated school official upon receipt of a subpoena.

When the circumstances allow, local educational agency personnel shall immediately notify the Superintendent or other designated administrator of any request by an officer or employee of an agency requesting, for immigration enforcement purposes, school or student access, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints, warrants, etc.).

Academic Engagement:

There is no state assessment data at this time.

Academic Summary

At the beginning of the year, only 32% of our students were performing at grade level in reading, and just 12% in math. However, through targeted interventions, high expectations, and a commitment to academic excellence, we've seen tremendous growth. This winter, 57% of students are on grade level in reading and 35% in math - an increase of 25% in reading and 23% in math.

2024-2025 California Assessment of Student Performance and Progress (CAASP) Scores (Met or exceeded standards)

ELA: 48.46%

Math: 38.50%

These gains are a direct reflection of our students' hard work, our teachers' dedication, and the invaluable support of our families. This growth demonstrates that when we set ambitious goals and provide the right support, our students rise to the challenge.

While we celebrate this progress, we recognize that math remains an area for continued focus. With nearly two-thirds of students still working toward grade-level proficiency, we see this as an opportunity to refine our instructional strategies, expand support systems, and strengthen foundational skills. We are committed to building confidence, deepening conceptual understanding, and accelerating growth in math to ensure every student has the skills they need for future success.

Through rigorous instruction, data-driven interventions, and a culture of high expectations, we will continue to drive student achievement and provide a strong, safe, and supportive learning environment for all.

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

The Central Academy of Arts and Technology are committed to providing a safe environment for students, staff and visitors. Several strategies will be utilized to maintain a high level of school safety. Strategies include, but are not limited to:

- Consultation with local public safety agencies (Kern County Sheriff and Bakersfield Police Department, Bakersfield Fire Department)
- Consultation with risk management specialists
- Continuing education and training of school staff (ALICE, CPR, Bullying Prevention & Intervention, Proactive Discipline Practices)
- Inspections and evaluations of school facilities
- Evaluation of safety-related policies and procedures
- Annual review and revision of Comprehensive School Safety Plan (Yearly review of plan(activities) done by school site safety/SSC teams)

Such strategies will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

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

School employees are mandated reporters and shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she 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).

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 Bakersfield and Kern County Child Welfare Services and/or Bakersfield Police Department. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Kern County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

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

Disaster Plan - Classroom Emergency Protocols

The following BP and ARs give information on our disaster procedures. In addition, the site's crisis team has an Emergency Response binder which contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has an Emergency Classroom Flip Chart which contains lockdown, shelter in place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

(C) Emergency Epinephrine Auto-Injector (EpiPen) Procedures

Purpose

In alignment with California Education Code 49414(a), the school will maintain emergency epinephrine auto-injectors for use by trained personnel to provide emergency medical aid to any student or adult who is suffering, or reasonably believed to be suffering, from an anaphylactic reaction.

Storage

- Epinephrine auto-injectors will be stored in a secure but readily accessible location in the nurse's office.
- At least one additional epinephrine auto-injector will be available in a clearly marked emergency kit stored in a location accessible to school staff during school hours and school-sponsored activities.
- The location(s) of stored epinephrine will be identified in staff training and posted in the health office and staff lounge.
- All auto-injectors will be checked monthly by designated staff for expiration dates and proper condition. Expired or used devices will be replaced promptly.

Public Agency Use of School Buildings for Emergency Shelters

The school site is available to governmental agencies such as law enforcement and fire as directed and needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies.

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity.

Suspension must be preceded by an informal conference with the student, unless the Principal/Superintendent or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days.

At the informal conference, the decision to suspend will be explained by the Dean of Students or the Principal/Superintendent's or a designee. The conference will include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of this form.

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to a school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry.

The parent/legal guardians were given the The Central Academy of Arts and Technology Standards of Behavior at the start of the school year. Upon request, a school site can supply the parent/guardian/student with another copy of the document as well as any applicable policies or regulations.

Appeal of Suspension: The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with school policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or school procedures were violated, the school administration's decision to suspend will be upheld.

If the School administration has suspended the student, the Principal/Superintendent receives the appeal. Upon receipt of the written request, the Principal/Superintendent shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the Principal/Superintendent concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the Principal/Superintendent shall not delay for one (1) day the implementation of the suspension. The Principal/Superintendent will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the Principal is final and, thus, ends the appeal process.

If the Dean of Students is not available within 24 hours of the request for appeal or if the Dean of Students initiated the suspension, the parent should appeal directly to the Principal/Superintendent. The Principal/Superintendent or designee will conduct the fact finding in regards to the appeal and render a decision in a timely manner. The decision of the Principal/Superintendent or designee is final and, thus, ends the appeal process.

(D) Procedures to Notify Teachers of Student Safety Concerns (EC 49079)

The Principal/Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon school records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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 49079).

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the Police Department may provide written notification to the Principal/Superintendent or designee (Welfare and Institutions Code 828.1).

When informed by the court that a minor student has been found by a 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 Principal/Superintendent or designee shall so inform the school Principal/Superintendent {Welfare and Institution Code 827}.

The Principal/Superintendent shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The Principal/Superintendent also may inform any teacher or administrator he/she thinks may need the information so as 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)

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)

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

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The school strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the Principal/Superintendent, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Principal/Superintendent or the Director of Human Resources.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and school procedures specified in AR 1312.3- complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

The Principal/Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy and to ensure that any complaints regarding sexual harassment are Immediately Investigated in accordance with administrative regulation. When the Principal/Superintendent or designee has determined that harassment has occurred; he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

The Principal/Superintendent or designee shall ensure that all schoolstudents receive age-appropriate instruction and information on sexual harassment. Such instruction and Information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim has not complained

4. A clear message that student safety is the Charter School's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Any student who engages in sexual harassment at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action. Disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any student who engages in sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action, up to and including suspension and/or expulsion.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

The Principal/Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the school to monitor, address, and prevent repetitive harassing behavior in The Central Academy of Arts and Technology.

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

The Central Academy of Arts and Technology Dress Code Policy

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. The Central Academy of Arts and Technology has a head to toe "Dress for Success" uniform policy. The school uniform must be worn at all times. On designated days at the discretion of the Principal/Superintendent, students may have "free-dress." If a student's dress is not in accordance with this policy, any staff member may ask the student to make an appropriate correction.

1. Student dress shall be safe and appropriate, and not disturb the educational environment. (For example: collars or bracelets with spikes and clothing with revealing holes and cutouts are inappropriate for school wear.)
2. Clothing may not glorify, advertise, or reference drugs, alcohol, tobacco, tobacco products, violence, vulgarity, sexual behavior, or obscenities in any way, shape or form.
3. Footwear must be worn at all times. Footwear must be safe, practical, and not limit student participation in school activities.
4. Clothing, backpacks, tattoos, and other adornment may not demonstrate or suggest gang-related symbols, or colors. No bandanas are allowed at school.
5. Undergarments/underwear must be covered at all times.

6. Shirts and blouses must cover the stomach and chest. Shirts and pants/skirts must be touching in both front and back, and shirts must not be see-through or strapless.
7. Clothing must cover buttocks completely whether standing, sitting, walking, or bending.

Generally, students who do not follow the dress code will be referred to the office to correct the issue. Corrective action may include changing into clothes provided by the school or in certain circumstances being sent home to change. All corrective actions will be reported to parents/guardians.

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

School Staff will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school.

Any problems associated with safe ingress and egress will be addressed immediately.

INSTRUCTIONAL CONTINUITY PLAN

INTRODUCTION

The purpose of this Continuity Learning Plan (CLP) is to outline the strategies and procedures for ensuring educational continuity and compliance with the newly enacted California law, SB 153. This plan aims to address the legal requirements while maintaining high standards of teaching and learning for all students. We recognize that schools are fundamental to child development and well-being and provide our students with academic instruction, social and emotional skills, safety, reliable nutrition, disability support, mental health resources, counseling, opportunities for occupational activity and relational connections. From time to time, a catastrophic event or circumstance may arise where we change the way we provide educational services to students. Events may have a significant impact on our district, the community and our children's development. Events may alter the way we provide services and support for our students and families. We have new protocols, policies, and guidance in place to ensure the safety and health of our students, staff, and families. In order to provide a sense of normalcy and continue learning.

Beginning July 1, 2025, this is our instructional continuity plan to establish communication with students and their families in order to provide instruction to students when in-person instruction is disrupted due to an emergency. As always, it is our goal to provide a safe and engaging learning experience for all of our students. The goal of this plan is to provide ongoing rich and robust standards-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards

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

Component:

Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

Update the procedures and address physical environmental needs to ensure a safe school environment.

Objective	Action Steps	Resources	Lead Person	Evaluation
Maintain a current comprehensive school safety plan.	Develop and update safety plans.	Timeline for implementation with clear expectations for site leadership. Safety advisory from SSC and student leadership.	Principal/Superintendent	Governing Board Approve and review safety plans by March of each year.
Provide ALICE training.	ALICE training at least annually.	Time during pre-service PD. Engagement with local first responders.	Executive Director	Sign-in sheets.
Ensure students safety by practicing drills regularly.	Conduct emergency drills. Fire: Monthly Earthquake: Quarterly Lockdown: Quarterly	Scheduled days throughout the year.	Principal/Superintendent	Emergency Drill documentation
Provide staff development for roles and responsibilities during emergencies.	Develop roles, responsibilities, tasks, and training scheduled throughout the year.	Time during staff meetings.	Principal/Superintendent	Command Structure Emergency Procedures
Update and maintain security, surveillance, and fire alarm systems.	Fire and security alarm systems. Test and maintain systems at intervals.	Schedule visits for this evaluation.	Maintenance and Building Manager.	Sign-in sheets Surveys
Communicate to families.	Schedule family safety events/ information nights.	Post information on the website. Provide slides and videos for families.	Principal/Superintendent	Sign-in sheets Surveys

Component:

Safe School through MTSS and Staff Training

Element:

Creating and maintaining academic and social emotional support systems.

Opportunity for Improvement:

Provide ample opportunities for school partner engagement.

Objective	Action Steps	Resources	Lead Person	Evaluation
Home to school communication.	WE ARE ALL HERE campaign, letters, and phone calls home.	Supplies for celebrations, newsletters.	Dean of Students	Monthly and end of year evaluation.
Create a shared vision.	Family engagement in Governance committees, coffee with the Principal/Superintendent , home room chartering meetings, SSC, ELAC, and CAPS group.	Weekly communication, posting on social media, letters, texts, and calls to families.	Principal/Superintendent	Monthly review and end of year evaluation.
High levels of staff morale and shared vision amongst staff members.	Create ways to celebrate staff and opportunities to build relationships. Establish shared vision for academics through PLCs and collaborative work.	Monthly staff shout outs, quarterly staff events, weekly PLCs and staff meetings.	Principal/Superintendent	Quarterly staff survey, one-on-one check-ins with staff.
Support implementation of Core Values	Provide support and PD about Core Values, positive intent, and proactive strategies.	PD materials, student incentives.	Dean of Students	Monthly review and quarterly surveys.
Center student voice and a driver of school excellence.	Meet with students monthly, seek areas of interest and improvement from a student perspective.	Weekly check-ins, materials, presentations.	Principal/Superintendent	Monthly reviews and quarterly student surveys.
Home visits	Conduct annual home visits.	Copies and materials, mileage, interpretation services.	Principal/Superintendent	Annual review.
Annual homeroom charting meetings.	Host families for a collective meeting to set	Presentations, copies.	Principal/Superintendent	Annual review. Family surveys. Sign-in sheets.

	goals and build relationships.			
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

The Central Academy of Arts and Technology Student Conduct Code

The Central Academy of Arts and Technology strives to provide a safe and positive school environment which is conducive to learning by setting clear expectations that will be consistently enforced.

Our goals are to:

- **Goal 1-** Promote belonging for all members of our collaborative school community.
- **Goal 2-** Transform teaching, learning, and operations in our continuing pursuit of excellence.
- **Goal 3-** Fill our with teams of talented, well trained, adequately supported and caring staff.
- **Goal 4-** Be connected with communities of volunteers, parents and business people to empower students and teachers through partnerships and positive relationships and authentic connections to the community.
- **Goal 5 -** Rely upon responsible fiscal planning.

The Central Academy of Arts and Technology takes a positive and restorative approach to discipline. Teachers have the primary responsibility for promoting and monitoring appropriate student behavior in the classroom. However, all staff members are responsible for monitoring behavior of students on our campus. By taking a proactive and reflective approach, staff is provided with think sheets, social emotional support and will have a follow up restorative practice training this year.

Before referring a student to the Principal/Superintendent, we believe in conferring with students and contacting parents so that concerted action can be taken to mutually correct the inappropriate behavior pattern of the student.

A referral to the Principal/Superintendent is made when the corrective actions employed by the teachers and support staff fail to effect change in student behavior.

Conduct Code Procedures

Located in School Site Parent/Student Handbook

(J) Hate Crime Reporting Procedures and Policies

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, school schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be Informed, through student handbooks and other appropriate means, of school and school rules related to bullying,

mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. As appropriate, the school shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Principal/Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Principal/Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Principal/Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Executive Director, Principal/Superintendent, or Principal/Superintendent's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the school's uniform complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with school policies and regulations.

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

Safety Plan Review, Evaluation and Amendment Procedures

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Executive Director/Principal/Superintendent or designee oversees the development of a comprehensive district-wide safety plan that identifies major safety concerns as well as the school's goals and priorities for safe schools. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

The School safety plan is reviewed, updated, and approved by the governing board by March 1st of each year.

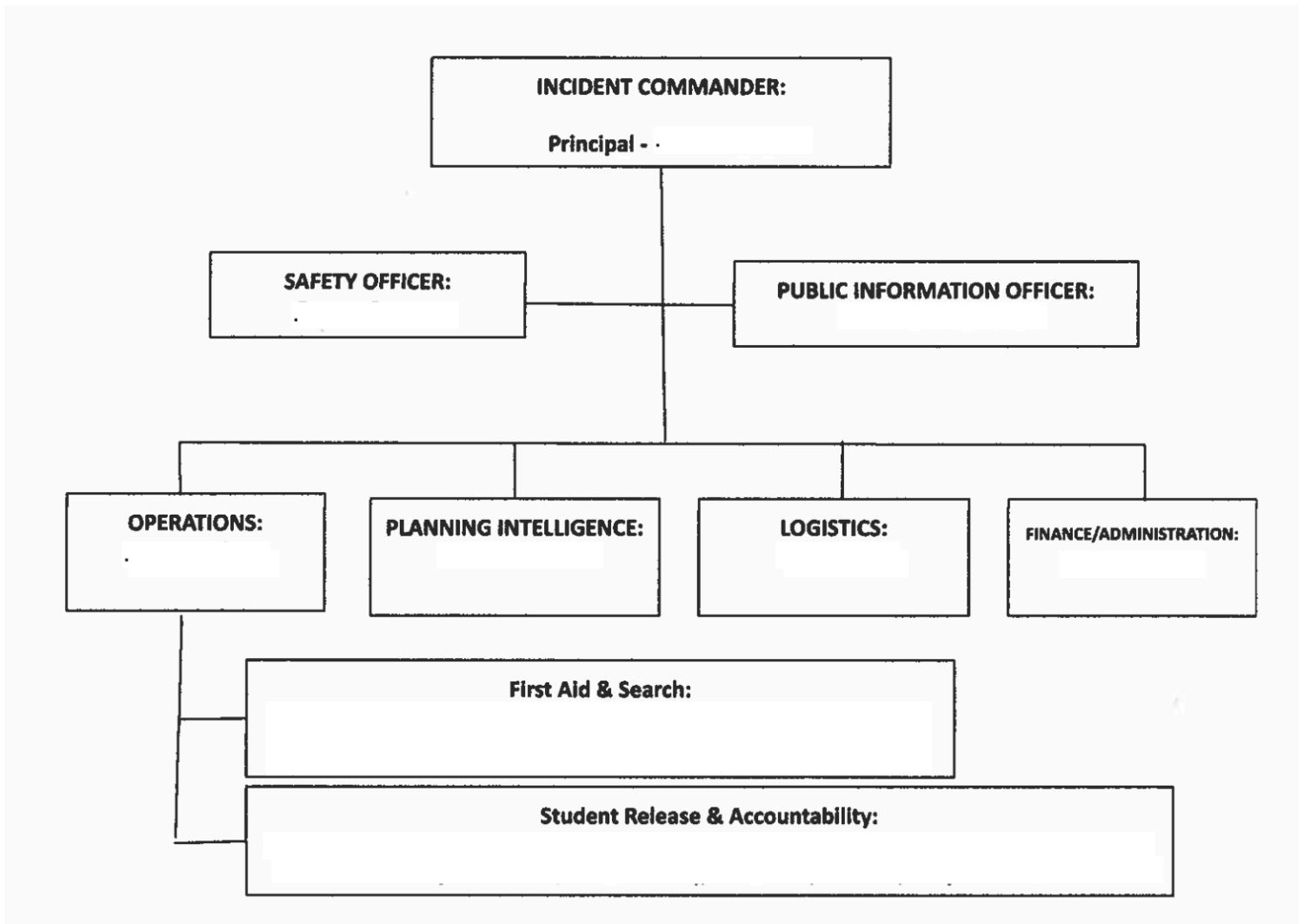
The Board reviews the comprehensive school and School safety plans in order to ensure compliance with state law, Board policy, and Administrative Regulation and approves the plan at a regularly scheduled meeting of the Board.

Safety Planning

Plan Review, Evaluation and Procedures

Activity (review steps, meetings, documentation)	Date and Time	Documentation
School Administration and Safety Team Meeting to review the annual safety plan with all staff.	Quarterly Meetings	Agendas, sign-in sheets and presentations.
Safety drills and procedures training.	Quarterly Meetings	Agendas, sign-in sheets and presentations. .
Conduct safety drills, fire drills, earthquake drills, lockdowns, and other safety meetings.	Monthly - Ongoing	Drill logs. Agendas, sign-in sheets and presentations.
Debrief safety drills with staff and students.	Monthly - Ongoing	Agendas, sign-in sheets and presentations.
Parent CAPS groups, SSC, ELAC, and advisory governance committees.	Twice Annually	Agendas, sign-in sheets and presentations.

The Central Academy of Arts and Technology Incident Command System



Incident Commander: Karin Harmon

Safety Officer: Brandon Smith

Public Relations Officer: Joanna Kendrick

Operations: Greg West

Planning and Logistics: Mike Blan

Finance and Administration: Greg West

First Aid & Search: Aileen Espinoza, Ashley Campoa, Shalana Hamilton, Desiree Jimenez, Jamonte Hickman, Lorena Felix

Student Release and Accountability: Glenda Lugo, Shannon Melendez, Tiffany Coble, Betty Flores, Karina Mendoza, Haley Reiss, Rebeca Benties, and all other teacher team members

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. There are five functions of the SEMS: Management, Planning/Intelligence, Operations, Logistics, and Finance/Administration. The roles used to carry out these functions are listed below.

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.

Incident Commander

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/Superintendent. The Principal/Superintendent is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders, as well as arranging for transportation needs.

Operations

The Operations Chief manages and directs emergency response activities on campus. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students. The Operations Chief allows for the Incident Commander to carry out their responsibilities.

Planning and 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.

Public Information Officer

The role of the Public Information Officer is to serve as the primary contact for anyone who wants information about the incident, including the media, public and parents. The Public Information Officer develops, reviews and coordinates all incident related information and public and agency briefings and releases, as well as communications to staff and students.

Safety Officer

The role of the Safety Officer is to monitor safety conditions and develop measures for assuring the safety of students and staff. The Safety Officer also reports unsafe acts or conditions to the Incident Commander before taking action unless immediate action is necessary to preserve life or property.

Emergency Response Guidelines

Standard Response Guidelines:

Each protocol has specific staff and student actions that are unique to the action. In the event a student or staff identifies the initial threat, calling 911 and administration is essential.

Lockdown -Stay Inside - "GET INSIDE. LOCK OUTSIDE DOORS"

In accordance with SB 671- Administrator's Responsibilities

Call 911, if necessary. Continue to assess the situation.

Teachers/Staff will escort any students in the hallways to a safe location.

Await the arrival of emergency responders.

Coordinate with police/EMS personnel.

The Principal/Superintendent communicates with the Executive Director.

Staff Responsibilities:

Recover students and staff from outside the building.

Increased situational awareness.

Take roll, account for students.

Do business as usual.

Call the Principal/Superintendent at (661) 479-1444 for further direction.

Allow students with cell phones to text parents and update situation status {AB 962}.

Student's Responsibilities:

Return to the inside of the building, or safest secure location.

Do business as usual. After Hours, follow instructions of staff until all clear is given.

Responsibility.

Same as Administrators Responsibilities.

The Principal/Superintendent communicates with the Executive Director.

Adaptations for Special Education Students During Lockdowns

- Lockdown procedures will be modified as needed to support individual IEP/504 accommodations, including mobility, communication, and medical needs.
- Designated staff will assist students requiring additional support, ensuring safety while preserving dignity and privacy.
- Alternative communication methods (visuals, AAC, simplified language) will be used to keep students informed and calm.
- Documentation of supports provided will be completed, and parents/guardians will be informed of actions taken.

EVACUATE - "TO A LOCATION"

Students are trained to:

Leave belongings behind
Bring their phone
Form a single file line

Teachers are trained to:

Grab roll sheet if possible
Lead students to Evacuation location
Take roll, account for students

Adaptations for Special Education Students During Evacuations

- Evacuation procedures will be adapted to address mobility, medical, and communication needs outlined in each student's IEP/504 plan.
- Assigned staff will assist students requiring additional support, using designated evacuation equipment when necessary.
- Visual supports, AAC devices, or simplified instructions will be used to ensure student understanding and reduce anxiety.
- Documentation of supports and follow-up communication with parents/guardians will occur after the evacuation.

SHELTER - "FOR HAZARD USING A SAFETY STRATEGY"

Hazards might include:

Tornado
Hazmat
Earthquake
Tsunami Safety

Strategies might include:

Evacuate to designated shelter area
Seal the room to prevent outside contaminants from entering through door jams or windows.
Drop, cover and hold
Get to high ground

Students are trained in:

Appropriate Hazards and Safety Strategies

Teachers are trained in:

Appropriate Hazards and Safety Strategies
Take roll, account for students
Report injuries or problems, at the Evacuation Assembly Site, to first responders using the Red Card/ Green Card method.

Classroom Lockdown Procedures

Reportable Incident

Administrator's Responsibilities:

Immediately declare Lockdown - Shelter In Place
Call 911, if necessary.
Escort any students in the hallways to a safe location.
Isolate the lockdown area.
Await the arrival of emergency responders.
Coordinate with police/EMS personnel.
Follow Incident Command Structure
The Dean of Students communicates with the Principal.

Staff Responsibilities:

Teachers/staff with or without a class during a lockdown should immediately do a quick sweep of the hallway, instruct students to come into their rooms, record their names, and remain in a secure location to await further instruction.

Lock your classroom door and close the window blinds. Doors must never be opened. Proper authorities will have keys.

Stay with and direct students, take attendance, and provide assistance.

Keep students quiet and out of the line of sight from windows. Turn off all classroom lights.

Maintain calm in the classroom - keep all students inside the classroom; No hall passes. Listen for announcements for further instructions, e.g., continue classroom instruction, reporting of missing students, etc.

Wait with the students until a uniformed officer or school official known to you invites you out. Do not respond to the school bells or fire alarm during a lockdown unless a known Administrator makes a supporting announcement.

Student's Responsibilities:

Return to the inside of the building
Follow the Direction of the Staff
Remain away from doors and windows, out of sight.

Allow students with cell phones to text parents and update situation status {AB 962}.

After Hours Responsibilities:

In the absence of an Administrator or supervisory staff member, an on-site staff member will declare a "Lockdown" with a specific reason, i.e., Lockdown - Shelter in Place
Same as Administrator's Responsibilities.
Call the Principal/Superintendent at (661) 479-1444 for further direction.
The Principal/Superintendent communicates with the Executive Director.

Adaptations for Special Education Students During Lockdowns

- Lockdown procedures will be modified as needed to support individual IEP/504 accommodations, including mobility, communication, and medical needs.
- Designated staff will assist students requiring additional support, ensuring safety while preserving dignity and privacy.
- Alternative communication methods (visuals, AAC, simplified language) will be used to keep students informed and calm.
- Documentation of supports provided will be completed, and parents/guardians will be informed of actions taken.

Accidents/Medical Emergencies

Reportable Incident

Administrator's Responsibilities:

Call 911.

Report to the scene.

Secure and isolate the area.

Call medical code lockdown if an incident occurs during a passing or lunch period.

Have staff trained in first aid/CPR respond to the area to assist.

Assign an individual to meet and escort the emergency medical responders to the scene.

Notify the parent/guardian.

Provide the police/EMS emergency information.

Accompany the student/staff to the hospital if the parent/guardian cannot be there.

The Principal/Superintendent communicates with the Executive Director.

Initiate support services for students/staff immediately through the Student Support Team.

- In the event of opioid overdose, see previously Administrator's responsibilities.
- Move the student to a recovery position; contact the school nurse/trained staff member to administer Narcan. Re-administer after two minutes if no effect. {EC 32282, SB 10}.

In the event of sudden cardiac arrest, or similar life-threatening medical emergency on school grounds, see Administrator's responsibilities.

- Staff trained in CPR/First aid respond and immediately begin chest compressions.
- Assign an individual to retrieve an AED device and bring to sight of the medical emergency. {EC 32282, AB 2887}.

Staff Responsibilities:

Evaluate the accident scene.

If appropriate, remove students from the area so school/emergency personnel can attend to students or staff members in need.

Direct any unaffected persons to a safe and secure area.

Notify the Administrator. Advise them of the number of injured and of the situation. Give the location.

If the scene is safe, proceed to the victim and assess the severity of the injury.

Stabilize the victim and administer first aid, if needed.

Assist the emergency medical responders.

If the scene is not safe, e.g. electric shock, downed wires, etc., wait for EMS.

After Hours Responsibilities:

Same as Administrator's Responsibilities.

Call the Principal/Superintendent at (661) 479-1444 for further direction.

The Principal/Superintendent communicates with the Executive Director.

Weapons On School Property

Reportable Incident

Reportable Incident

Follow these procedures within the building whenever you know or suspect a student may have a weapon in a locker, car, or anywhere else on school property.

Administrator's Responsibilities:

Declare a Lockdown - Stay Inside if the situation appears threatening to the safety of students and staff.

If during school hours contact Dispatch at (661) 327-7111 or 911

If after hours contact Dispatch at (661) 327-7111 or call 911

Dean of Students communicates with the Principal (661) 805-7699.

Determine if a reasonable suspicion exists to search for a weapon.

Staff Responsibilities:

Notify the Administrator.

Do not attempt to approach or confiscate.

**IF A WEAPON IS FOUND, ISOLATE THE AREA AND DO NOT TOUCH THE WEAPON.
POLICE WILL SECURE IT FOR EVIDENCE.**

Steps to secure the weapon:

- o Cover the weapon - i.e. with a trash can.
- o Keep people away from the area.
- o Await further instructions from the Administrator or law enforcement.

After Hours Responsibilities:

Same as Administrators Responsibilities.

Call the Principal/Superintendent at (661) 479-1444 for further direction.

The Principal/Superintendent communicates with the Executive Director.

Intruder/Trespassing

Reportable Incident

Definition: Being present on school property without permission. Unauthorized presence in restricted areas of buildings, school grounds or buses (including students suspended or expelled from school).

Administrator's Responsibilities:

Assess the situation.

Determine the location of the person and his/her description.

If appropriate, declare **"lockdown."**

Call 911.

Meet the police and direct them to the location.

Call the Principal/Superintendent at (661) 479-1444.

When the situation is stabilized, if in lockdown - Physically release each classroom.

Staff Responsibilities:

Report the intruder to the office, with his/her description, location, and other facts.

Keep classrooms/students secure. If necessary, move to a safer area.

Wait for the classroom to be cleared by the admin or designee in-person.

After Hours Responsibilities:

Same as Administrator's Responsibilities.

Call the Principal/Superintendent at (661) 479-1444 for further direction.

The Principal/Superintendent communicates with the Executive Director.

ALL VISITORS MUST CHECK IN THE OFFICE AND DISPLAY A VISITOR'S PASS.

Unidentified Person on School Site

Reportable Incident

Administrator's Responsibilities:

Identify the problem and the location.

Approach the subject and determine the nature of their business on campus.

Ask for their identification.

Request for them to accompany you to the office. If the suspect is looking for a specific student, check their file for court orders, **e.g.** personal protection orders, or custody orders.

If there is no acceptable reason to be on campus, ask the intruder to leave the campus.

If they refuse to leave:

- o Call 911.
- o Call the Principal's Office.
- o Await police response.
- o If appropriate, declare lockdown.

Staff Responsibilities:

Approach the subject and determine the nature of their business.

Request that the subject report to the office.

If possible, accompany the person to the office.

If suspicious, notify the Administrator ASAP.

Trust your instincts.

After Hours Responsibilities:

Identify the problem and the location.

Approach the subject and determine the nature of their business.

Call the police if you suspect a problem at 911 and provide the suspect's description.

Call the Principal/Superintendent at (661) 479-1444 for further direction.

The Principal/Superintendent communicates with the Executive Director.

Death On School Site (Natural Causes, Accidental Or Suicide)

Reportable Incident

Survey scene to determine safe approach.

Administrator's Responsibilities:

Identify the problem and the location. Secure and isolate the area. Determine if there is to be a lockdown. Call 911. Limit student movement.

Call the Principal's Office at (661) 885-0023

Immediately initiate support services for students/staff through the Pupil Services Department.

Secure emergency contact information on the deceased, if possible, and provide to police/EMS.

Staff Responsibilities:

Identify the problem and the location. Secure and isolate the area.

Call **911**.

Notify the Administrator.

Calmly remove the students from the area.

Discourage discussion.

Wait for the police/EMS responders to arrive.

Identify students in need of immediate support.

After Hours Responsibilities:

Same as Administrator's Responsibilities.

Call the Principal/Superintendent at (661) 479-1444 for further direction.

The Principal/Superintendent communicates with the Executive Director.

When a Trauma or Loss Occurs

Administrator's Responsibilities:

Contact emergency responders if necessary.

Secure the area and limit student movement.

Contact the Executive Director's Office at (661) 885-0021, who will inform the Board.

Contact Director of Student Services, who will engage a Student Support Team.

Appoint or act as the Incident Commander.

Verify the facts in writing.

Develop appropriate communication for students, staff and families with school support.

Active Shooter On School Site

Reportable Incident

Lockdown - Active Shooter

Administrator's Responsibilities:

Declare a lockdown -Active Shooter - this is not a drill- identify location if known

Identify the problem and the location. Secure and isolate the area if possible.

Call 911.

Assist the police in locating and identifying possible suspects and victims.

Provide the police/EMS with emergency information.

Immediately initiate support services for students and staff through the Student Support Team.

Call the Executive Director's Office at (661) 885-0021

Staff Responsibilities:

Stay calm.

If a shooting occurs while inside school buildings, get to a safe place. DO NOT wait to initiate the lockdown procedure.

- o Run, hide, fight
- o Close and lock your classroom door after ushering students in the hallway into your room.
- o Students should spread out across the room, take cover
- o Turn off the lights and remain quiet. Turn tables and desks on their sides to use concealment as needed.
- o DO NOT leave your safe location until you are told to do so by law enforcement.
- o Do not evacuate a safe location if you hear a fire alarm or other warning.
- o Barricade doors

If a shooting occurs in open areas (i.e. outside, during lunch or passing periods), assist students in running for cover and getting to a safe place.

- o Run in a zig-zag pattern away from the shooting.
- o Take cover behind buildings, trees, or other large objects.
- o If no cover is available, curl up in a ball or follow directions given by law enforcement. o Keep others calm. Assess injuries of students/staff with you.
- o Keep phone lines open for emergency personnel.
- o Wait for the police/EMS responders to arrive.

After Hours Responsibilities:

Same as the Administrator's Responsibilities.

Call 911.

Assist the police in locating and identifying any possible suspects and victims.

Adaptations for Special Education Students During an Active Shooter Event

- Safety procedures will be adjusted to meet mobility, medical, sensory, and communication needs identified in each student's IEP/504 plan.
- Assigned staff will remain with students who require additional assistance, ensuring both safety and dignity.
- Alternative communication methods (visual cues, AAC devices, calm/simple directions) will be used to support understanding and reduce distress.
- All actions taken will be documented, and parents/guardians will be informed as soon as safely possible.

Unauthorized Removal/Missing/Abducted Person(s)

Reportable Incident

Overall Procedures

If an abduction is observed or suspected, call **911**.

- o Provide a detailed description of the abductor (physical appearance, type/color of clothing, and make model/color/license number of any vehicle seen and direction of travel).

If a person is missing/abducted, immediately notify the Administrator.

- o Provide a detailed description of clothing/time/location when the person was last seen, and photograph of the person.

Administrator's Responsibilities:

Missing Person(s)

Determine level of threat (K-6 vs 7-12)

Conduct an Immediate search of the school/school grounds.

Call **911**.

Call the Principal/Superintendent (661) 885-0021

Contact the custodial parent/guardian of the missing student.

Abduction

Call **911**, provide suspect/vehicle information.

Call the Executive Director's Office at (661) 885-0021

If an abduction is witnessed by others, detain and isolate witnesses from each other for interviews with the Administrator/law enforcement.

Staff Responsibilities:

Missing Person(s)

Notify the Administrator.

Assist the Administrator with questioning friends/classmates.

Maintain control of the remaining students.

Abduction

If an abduction is witnessed by others, detain and isolate witnesses from each other for interviews with the Administrator/law enforcement.

Do not place yourself or students in harm's way.

After Hours Responsibilities

Same as Administrator's Responsibilities.

Armed Subject, Armed Robbery Hostage
Reportable Incident

Follow these procedures within the building whenever a person:

Has a weapon.

Says they have a weapon.

Is holding another person against their will.

Building Moves to "Lockdown" Procedures Immediately

Overall Procedures

Call 911.

Notify the Administrator. Relay accurate information.

- Where in the building is the event occurring?
- How many are involved (perpetrators and hostages)?
- What demands, if any, have been made?
- Is anyone injured?
- Render the appropriate assistance.

Administrator's Responsibilities:

Immediately declare "**Lockdown.**"

Call 911.

Escort any students in hallways to a safe location.

Isolate the **lockdown** area.

Await the arrival of the emergency responders.

Provide assistance as needed.

Coordinate with the police/EMS personnel.

Call the Executive Director's Office at (661) 885-0021

Mobilize the Crisis Management Team.

Staff Responsibility:

If a weapon has been seen, follow the above procedures.

Close and lock your classroom door.

Identify missing/additional students, notify administration as possible

If directed to leave your classroom, take your class record book with you, if possible.

Do not attempt to contact the office unless you have pertinent information or require immediate medical attention.

Await further Instructions from the Administrator.

After Hours Responsibilities:

Same as Administrator's Responsibilities.

Call the Principal/Superintendent at (661) 479-1444 for further direction.

The Principal/Superintendent communicates with the Executive Director.

Adaptations for Special Education Students During Incident:

- Procedures will be modified to support mobility, sensory, communication, and medical needs in alignment with each student's IEP/504 plan.
- Assigned staff will assist with movement to a safe area/location or use safe alternative protective positions if standard procedures are not possible.
- Visual supports, AAC devices, or simplified instructions will be used to guide students and reduce anxiety.
- After the event, staff will document supports provided and communicate with parents/guardians regarding the student's safety and well-being.

Earthquake Reportable Incident

Administrator's Responsibilities:

Evacuate with an Emergency bucket/bag to the evacuation meeting site.

Initiate components of the Incident Command System as needed (maintenance/security, search and locate, first-aid, etc. as necessary for the severity of the situation).

Account for all students and staff to the incident commander, detailing missing or injured students/staff.

Call **911** for students/staff with injuries.

Call the Executive Director's Office at (661) 885-0023

Work with local fire, police agencies to secure the scene, if needed.

Staff Responsibilities:

Instruct students to protect their face and head from flying debris with arms, coats, books, etc.

Take cover under a desk or table.

Stay in position until the building tremors and/or flying debris ceases.

When the earthquake tremors stop, assess student/staff injuries.

- If necessary, call 911 and administer first-aid until help arrives.

Remain calm.

If the fire alarm sounds or is advised by the school administrator, evacuate a safe distance from the building, following standard evacuation procedures.

Students who are injured and cannot be moved should be left in the classroom.

- Teachers should remain with the injured students, having a "buddy" teacher take their class to the evacuation point.

Do not allow students to re-enter an area after being evacuated.

All missing or injured students should be reported to the school administrator and the evacuation meeting sites.

After Hours Responsibilities:

Document and report incidents.

Have victims complete an Incident Report Form.

If physical injury occurred, assist with first-aid, if needed and call police.

Call the Principal/Superintendent at (661) 310-3060 for further direction.

The Principal/Superintendent communicates with the Executive Director.

Adaptations for Special Education Students During an Earthquake

- Procedures will be modified to support mobility, sensory, communication, and medical needs in alignment with each student's IEP/504 plan.
- Assigned staff will assist with "Drop, Cover, and Hold On" or use safe alternative protective positions if standard procedures are not possible.
- Visual supports, AAC devices, or simplified instructions will be used to guide students and reduce anxiety.

- After the event, staff will document supports provided and communicate with parents/guardians regarding the student's safety and well-being.

Severe Weather/Flooding

Administrator's Responsibilities:

Administrators should monitor developing weather conditions.

If conditions warrant, the following protective measures should be taken:

- o Determine whether any utilities need to be shut off for safety.
- o Identify safe areas of campus.
- o Order students and staff to proceed to the 'shelter in place' area.

If there is a medical emergency call **911**.

Call the Executive Director's Office at (661) 885-0021

The Administrator announces when students/staff are to return to their rooms.

If damage has occurred to the building, the Administrator is to evacuate the affected areas/campus.

Discourage the release of students until the severe weather passes.

Staff Responsibilities:

Follow directions to shelter in place, or proceed to other areas of the campus, directed by the school administrator.

If the classroom becomes flooded, follow evacuation directions from the school administrator. • Account for all classroom occupants.

Remain calm.

Close windows and doors; do not lock.

If there are high winds, direct students to stay away from windows.

Wait for "All Clear" to end shelter in place protocols.

If moving to a different location:

- o Take your record/attendance book and "Emergency Response Flipchart."
- o Report to your designated area and call roll.
- o If you have additional or missing students, notify the Administrator/emergency responders.
- o Await further instruction from the Administrator.
- o Return to your designated area when "All Clear" is announced.

After Hours Responsibilities:

Monitor developing weather conditions.

Call the Principal/Superintendent at (661) 310-3060 for further direction.

The Principal/Superintendent communicates with the Executive Director.

If conditions warrant, protective measures should be taken.

Order students and staff to proceed to the shelter in place location.

If there is a medical emergency, call 911.

If damage has occurred to the building, evacuate the affected areas/campus

Adaptations for Special Education Students During Severe Weather or Flooding

- Procedures will be modified to meet each student's mobility, medical, sensory, and communication needs as outlined in their IEP/504 plan.

- Assigned staff will assist students to safe areas, using specialized equipment or supports as needed.
- Alternative communication methods (visual cues, AAC devices, simplified instructions) will be used to ensure understanding and reduce anxiety.
- Staff will document supports provided and promptly communicate with parents/guardians regarding the student's safety and any service interruptions.

Fire Reportable Incident

Administrator's Responsibilities:

Evacuate the building by using the fire alarm.

Call 911; give the specific location, if known.

Determine if students/staff need to evacuate campus, request transportation to the designated site.

Call the Executive Director's Office at (661) 885-0021

Clear exterior access to the building for emergency personnel.

Assist the fire department with locating the utilities.

Ensure the building is evacuated.

Signal an "All Clear" when appropriate.

Staff Responsibilities:

Close windows and doors; Keep Door Locked.

Be alert to assist any student with a disability, if needed.

Evacuate students quietly and in an orderly fashion.

Bring Emergency Response Flipchart and class roster.

Report to your designated area and call roll; utilize missing students form.

Report any missing students to the Administrator.

Return to the building only after the building Administrator or fire department gives the "All Clear." signal.

After Hours Responsibilities:

Evacuate the building by using the fire alarm.

Call 911; give a specific location, if known.

Call the Principal/Superintendent at (661) 479-1444 for further direction.

The Principal/Superintendent communicates with the Executive Director.

Assist the fire department in locating the utilities (If appropriate)

Ensure the building has been evacuated.

Reoccupy the building when given an "All Clear."

Adaptations for Special Education Students During a Fire

- Evacuation procedures will be adapted to meet each student's mobility, medical, sensory, and communication needs per their IEP/504 plan.
- Assigned staff will assist students using specialized equipment or personal support to safely exit the building.
- Visual cues, AAC devices, or simplified instructions will be provided to guide students and reduce anxiety during the evacuation.
- Staff will document supports provided and communicate with parents/guardians regarding the student's safety and well-being after the event.

NOTE:

If arson is suspected, inform the responding police/fire personnel.

Assist the police/fire department.

Help locate any possible suspect and/or witness(es).

If the fire was extinguished, still report the fire to the fire department for investigation.

Bomb Threat Procedures (Device Located)

Reportable Incident

Overall Procedures:

Upon discovery of a suspicious device, immediately notify the Administrator.

If a device is located in a classroom, immediately and calmly evacuate.

UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE DEVICE. TURN OFF CELL

PHONES OR ELECTRONIC DEVICES

THEY CAN ACTIVATE EXPLOSIVE DEVICES.

Administrator's Responsibilities:

Upon notification of a device located:

- Don't forget, there may be more than one device.
- Call 911; use only landlines.
- Call the Executive Director's Office at (661) 885-0021

Staff Responsibilities:

Call the school office on the school telephone, not a ceH phone.

Wait for a decision on whether to lockdown or evacuate.

If lockdown is ordered, follow lockdown procedures.

If evacuation is ordered, follow evacuation procedures as directed by the Administrator.

Staff should look for and report all suspicious objects to the Administrator immediately.

Once evacuated, stay in your designated areas until you are told it is safe to return to the building.

After Hours Responsibilities:

Same as Administrator's Responsibilities except do not call the schoolOffice.

Call the Principal/Superintendent at (661) 310-3060 for further direction.

The Principal/Superintendent communicates with the Executive Director.

Adaptations for Special Education Students During a Bomb Threat

- Procedures will be adjusted to meet each student's mobility, medical, sensory, and communication needs as outlined in their IEP/504 plan.
- Assigned staff will assist students to safe areas or evacuation routes, using specialized equipment or supports as needed.
- Visual supports, AAC devices, or simplified instructions will be provided to help students understand and remain calm.

- Staff will document all supports provided and communicate promptly with parents/guardians regarding the student's safety.

BOMB THREAT CHECKLIST (IF RECEIVED VIA PHONE)

Reportable Incident

Bomb Threat Checklist (Phone)

- Stay calm. Take a deep breath and focus on what the caller says.
- Keep the caller on the phone as long as possible.
- Ask the questions in the bomb threat checklist, at right.
- Complete the Bomb Threat Checklist on this page.
- Immediately contact the designated Administrator who will call 911.
- Cell phones and electronic devices must not be used. They can trigger some types of bombs.
- DO NOT TOUCH anything suspicious.
- Lockdown the building according to instructions from your Administrator.

Bomb Threat Checklist (Phone)

- (Make copies of this page for reporting purposes and retain a copy for school files.)
- Date of call:
- Exact time of call:
- Exact words of caller:
- Person receiving call:
- Telephone number call received at:

QUESTIONS TO ASK CALLER:

- When is the bomb going to explode? _____
a.m./p.m.
- Where is the bomb?
- What does the bomb look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb? Yes/No
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

BACKGROUND SOUNDS

Use back of form to describe sounds.

- Street noises
- Factory Machinery
- Phone Booth
- Animal Noises
- Voices
- Clear
- PA System
- Static
- Music
- House noises
- Long Distance
- Local Call
- Office Machinery
- Motor

CALLER'S VOICE:

If the voice is familiar; whom did it sound like?

- | | | |
|---------------------------------|---|--|
| <input type="checkbox"/> Male | <input type="checkbox"/> Age: _____ | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Female | <input type="checkbox"/> Accent | <input type="checkbox"/> Foul Language |
| <input type="checkbox"/> Age | <input type="checkbox"/> Well Spoken (educated) | <input type="checkbox"/> Irrational |
| | <input type="checkbox"/> Incoherent | |

THREAT LANGUAGE:

- | | | |
|---|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Message scripted by threat maker | <input type="checkbox"/> Angry | <input type="checkbox"/> Loud |
| <input type="checkbox"/> Normal | <input type="checkbox"/> Stressed | <input type="checkbox"/> Slurig |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Sincere | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Crying | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Giggling | <input type="checkbox"/> Broken |
| | | <input type="checkbox"/> Other: ____ |

Evacuation Procedures - Utility Emergency

EVACUATION PROCEDURES

Administrator's Responsibilities:

- Signal an evacuation from the building by using the fire alarm.
- Involve other staff as necessary.
- Call 911
- Call the Executive Director's Office at (661) 885-0021
- If an off-site evacuation is needed, request transportation at (661) 885-0021 to the designated site.

COORDINATE YOUR EFFORT WITH Executive Director'S OFFICE AND EMERGENCY RESPONDERS.

Staff Responsibilities:

- Follow the evacuation routes posted in the room unless otherwise advised.
- Take your record/attendance books, your "Emergency Response Flipchart" and exit to the designated evacuation location.
- Close your classroom doors when leaving the room.
- Once outside, take attendance.
- Report missing student(s) ASAP to the Administrator/Emergency Responder.
- Remain with classes and await further instructions from the Administrator.

After Hours Responsibilities:

- Same as Administrator's Responsibilities, except do not call the schoolOffice.
- Call 911.

Adaptations for Special Education Students During a Utility Emergency

- Procedures will be modified to meet each student's mobility, medical, sensory, and communication needs in accordance with their IEP/504 plan.
- Assigned staff will assist students in navigating to safe areas or shelters, using specialized equipment or supports as needed.
- Visual cues, AAC devices, or simplified instructions will be used to help students understand the situation and remain calm.
- Staff will document supports provided and communicate with parents/guardians regarding the student's safety and any impact on services.

Utility Emergency

A utility emergency constitutes any of the following:

- Water Leak
- Gas Leak
- No Heat or Air Conditioning
- Power Outage
- Hazardous Materials
- Sewer Back-Up, and
- Telephone Down

Administrator's Responsibilities:

- Identify the problem and location.
- Notify school Maintenance & Operations Lead at (661) 310-3534 so that they can call the utility company.
- Call the Executive Director's Office at (661) 885-0021
- Meet with the school Maintenance & Operations Lead to determine the extent of the situation and subsequent actions.
- Notify faculty, staff, students and/or families as appropriate concerning information regarding power outages, dangerous situations, utility failures, or information concerning the closing of the school due to power outage.
- If necessary, order the evacuation of an affected building to ensure the safety and welfare of the occupants due to special circumstances which may exist as a result of the emergency (primarily natural gas leaks).
- Keep the school office informed and consult with the Principal/Superintendent or designee on whether to keep the school open or close the school, if appropriate.
- If one part of the building is affected by the emergency, find alternate locations.

Staff Responsibilities:

- Notify the Administrator.
- Evacuate students to an alternate location, if necessary.
- Wait for further instructions from the Administrator.

After Hours Responsibilities:

- Same as Administrator's Responsibilities.
- Call the Principal/Superintendent at (661) 310-3060 for further direction.
- The Principal/Superintendent communicates with the Executive Director.

Gas Leaks
Reportable Incident

DO NOT OPERATE ELECTRICAL DEVICES OR CELL PHONES.

Administrator's Responsibilities:

- Call 911.
- Contact the Custodian.
- Contact the Maintenance Department to address the problem.
- Do not turn on or off electrical switches, devices or cell phones.
- Evacuate the building immediately.
- Call the Executive Director's Office at (661) 885-0021
- If students/staff need to evacuate the campus, request transportation to the designated site.
- Signal "All Clear" when appropriate.

Staff Responsibilities:

- Notify the Administrator-in-Charge.
- Do not turn on or off electrical switches, devices or cell phones.
- Evacuate the building immediately.
- Await further instructions.
- When the "All Clear" is announced, re-occupy the building.

After Hours Responsibilities:

- Call the Principal/Superintendent at (661) 479-1444 for further direction.
- The Principal/Superintendent communicates with the Executive Director.
- Do not turn on or off electrical switches, devices or cell phones.
- Ventilate the area via opening windows/doors.
- Assist the gas company in the location of the leak.
- Keep the building Administrator advised of the situation.

Level Two (Escalation of a Situation)

The person:

- argues with students, staff, or community member;
- refuses to obey agency policies and procedures;
- sabotages equipment and steals property for revenge;
- verbalizes wishes to hurt others or self;
- sends threatening note(s) to others; and/or
- sees self as victimized by staff or students (me against them).

Response When the Situation Has Escalated to Level Two:

- If warranted, Call 911 and other appropriate emergency contacts, particularly if the situation requires immediate medical and/or law enforcement personnel.
- Immediately Contact the Principal/Superintendent and, if needed, the Principal/Superintendent will contact other appropriate official(s) such as functional area experts to seek help in assessing/responding to the situation.
- If necessary, secure your own safety and the safety of others, including contacting people who are in danger (make sure emergency numbers for employees are kept up-to-date and accessible).
- Document the observed behavior in question.
- Principal/Superintendent should meet with the individual to discuss concerns and, if appropriate, begin or continue progressive discipline. The supervisor should follow these procedures:
 - Call for assistance in assessing/responding, if needed.
 - Avoid an audience when dealing with the individual.
 - Remain calm, speaking slowly, softly, and clearly.
 - Ask the individual to sit down; see if s/he is able to follow directions.
 - Ask questions relevant to the Individual's complaint such as:
 - What can you do to try to support you?
 - What do you hope to gain by committing violence?
 - Why do you believe you need to be violent to achieve that?
 - Try to direct the aggressive tendencies into another kind of behavior so that the individual sees s/he has choices about how to respond

Special Education Adaptations — Level Two Escalation

When a student with special needs exhibits behaviors consistent with a Level Two escalation (verbal aggression, threats, sabotage, or refusal to follow procedures):

- **Individualized Support:** Staff will implement IEP/504 accommodations to address communication, sensory, and behavioral needs, including alternative methods for expression and de-escalation strategies.
- **Safety and Supervision:** Assigned staff will ensure the student's safety and the safety of others, providing close supervision while maintaining calm and controlled interactions.
- **Calm, Structured Communication:** Staff will speak slowly, clearly, and softly; use visual supports or AAC as needed; and avoid public confrontation to reduce anxiety or escalation.
- **Documentation and Follow-Up:** All behaviors, interventions, and responses will be documented, and parents/guardians, case managers, and appropriate support personnel will be notified promptly to determine next steps or additional supports.

Level Three (Further Escalation- Usually Resulting in an Emergency Response)

The person displays intense anger resulting in:

- suicidal threats;
- physical fights;
- destruction of property;
- display of extreme rage; and/or
- utilization of weapons to harm others.

Response When Situation is a Level Three Emergency:

Any individual observing violent or threatening behavior which poses an immediate danger to persons or property is expected to:

- Call 911 and other appropriate emergency contacts for that, particularly if the situation requires immediate medical and/or law enforcement personnel.
- Remain Calm and Contact Principal/Superintendent or designee.
- Secure your personal safety first.
- Leave the area if your safety is at risk.
- Cooperate with law enforcement personnel when they have responded to the situation.

Once law enforcement personnel are on the scene, they will assume control of the situation. Witnesses should be prepared to provide a description of the violent or threatening individual, details of what was observed, and the exact location of the incident.

1. Document the observed behavior in question.
2. Principal/Superintendent will contact functional area experts and will follow the procedures described in the Level Two section.

Special Education Adaptations — Level Three Escalation

When a student with special needs exhibits behaviors consistent with a Level Three escalation (suicidal threats, physical aggression, property destruction, extreme rage, or use of weapons):

- **Immediate Safety First:** Staff will prioritize the safety of the student and others, following IEP/504 accommodations for mobility, communication, and medical needs while maintaining a safe distance until trained personnel arrive.
- **Calm, Clear Communication:** Staff will use slow, simple, and supportive language, visual supports, or AAC devices as appropriate, avoiding confrontation and minimizing triggers that may escalate behavior further.
- **Collaboration with Emergency Responders:** Staff will assist law enforcement or medical personnel by providing information about the student's needs, behavioral triggers, and accommodations necessary to manage the situation safely.
- **Documentation and Follow-Up:** All behaviors, interventions, and emergency responses will be documented; parents/guardians, case managers, and support personnel will be informed immediately. Post-incident, the IEP/504 team will review supports and determine any additional interventions needed.

Protocol for Opioid Overdose

Reportable Incident

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

- An essential step is to get someone with medical expertise to see the person as soon as possible.
- If no emergency medical services (EMS) or other trained personnel are on the scene, activate the 911 emergency system immediately.
 - All you have to say is "Someone is unresponsive and not breathing."
- Be sure to give a specific address and/or description of your location.
- After calling 911, follow the dispatcher's instructions.
- If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

