



TAYLIONI

K-12 Tailored To You—Online, In Class & At Home™

COMPREHENSIVE SCHOOL SAFETY PLAN 2025

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Safety Plan Overview

Taylion High Desert Academy's Safety Plan supports the mission, vision, and school-wide learner outcomes in order to create a safe, respectful, and nurturing learning environment for all of our educational partners. Regulatory compliance is a critical aspect of Taylion High Desert Academy's school disaster preparedness program. An assessment of the school's safety will be conducted by our annual School Climate survey, principal/leadership overview, facilities reports, student enrollment data (truancy, suspension, expulsion, etc.), and qualitative data from educational partners. Additional input will be received during staff meetings, trainings, and workshops/conferences.

Preparedness

Taylion's leadership will ensure staff and student preparedness by following the policies provided in this manual. Regular trainings will be conducted with staff and students to ensure that disaster procedures will be followed in the event of an emergency.

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In August 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 for Taylion High Desert Academy is available for review on taylion.com.

Employee Requirements

In order to provide safety for all students and staff, Taylion High Desert Academy will implement a comprehensive set of health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. Many of these policies are incorporated as appropriate into Taylion's student and employee handbooks and are reviewed on an ongoing basis by the Principal and Leadership. Taylion High Desert Academy's Board reviews, updates, and approves a school safety plan annually. A copy of the handbook will be provided to the school at least thirty (30) prior to the commencement of the school year.

Procedures for Background Checks

Employees and contractors of Taylion High Desert Academy shall be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. The Human Resources Director shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Child Abuse Reporting Procedures

Pursuant to Penal Code Sections 11164 and 11166, all employees are responsible for reporting suspected cases of child abuse to the appropriate authorities. All Taylion High Desert Academy employees are mandated reporters who receive training on child abuse detection and reporting within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year.

The reporter only needs to "reasonably suspect that abuse or neglect has occurred." The Principal will provide professional development to make sure the entire staff understands the procedures for reporting child abuse. All staff will understand that they are mandated reporters and that failure to report is a misdemeanor punishable by law.

Taylion High Desert Academy staff will immediately notify the Department of Children Services and/or the police if there is suspicion of abuse. Further, the reporter will submit a written report of the incident to those same agencies. The reporting person will be responsible to provide all necessary information and reports to the proper investigating authorities.

If a child needs to be removed from the school based on the recommendation of DCS or law enforcement, Taylion will obtain the contact information of the agency person removing the student. This information will be available to the parent/guardian.

Persons observing evidence of suspected child abuse may inform the principal or other school personnel. Students and parents shall be made aware that students also may report instances of child abuse on themselves or others to any staff member. Child Abuse Hotline for San Bernardino County is **1 (800) 827-8724**

Disasters & Safety Procedures

All employees are responsible for their own safety, as well as that of others in the workplace. Taylion High Desert Academy relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees report any unsafe

conditions or potential hazards to their supervisor or administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which Taylion High Desert Academy is responsible, the employee shall bring it to the attention of their supervisor or administration immediately. The Principal/Leadership will arrange for the correction of any unsafe condition or concealed danger immediately and will inform staff of the problem and timetable for correction.

On a periodic basis, the Taylion High Desert Academy leadership team or Board may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance is expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Taylion staff and student body will be trained in the various safety procedures throughout the school year.

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

In accordance with SB 323, all Taylion staff will familiarize themselves with the following procedures for emergency assistance of pupils with disabilities:

Guidelines for Evacuating Persons with Disabilities

1. Be aware of all marked exits from your area and building. Building Emergency Coordinators have maps showing emergency exit routes for your building.
2. In all emergencies, evacuate people with disabilities if possible.
3. Do not use elevators (unless authorized) since they could fail during a fire or a major earthquake.
4. It may be necessary to help clear the exit route of debris (if possible) so that a person with a disability can move out to a safer area.
5. Always ask someone with a disability how you can help before giving assistance. Ask how the person can be best assisted and whether there are any considerations or items that need to come with the person.
6. Do not grasp a visually impaired person's arm; ask if he or she would like to hold on to your arm to exit. Warn the person about steps. Be specific in your verbal instructions (i.e. "to the right" rather than "this way"). Keep guide dogs with owners whenever possible.
7. Get the attention of a person with a hearing disability by touch and eye contact. Use facial expressions, gestures and body movements to help in communicating your message. Offer visual instructions to advise of the safest route or direction by pointing towards exits or evacuation maps.
8. If people with mobility impairments cannot exit, assist them in moving to the nearest stairway exit to await rescue personnel.
9. Attempt a rescue evacuation only if you have had rescue training or the person is in immediate danger and cannot wait for professional assistance. Evacuating a disabled or injured person yourself is the last resort. Consider your options and the risks of injuring

yourself and others in an evacuation attempt. Do not make an emergency situation worse.

10. Once outside, move to a clear area that is at least 500 feet away from the affected building. Keep streets and walkways clear for emergency vehicles and personnel.

Earthquake Drill

1. Notification - Via alarms or verbal direction, give the signal that an earthquake drill is taking place (in the event of a real earthquake the signal will be the beginning of shaking itself):

- ☐ Announce that the earthquake drill has begun and to **Drop, Cover, and Hold On**.
- ☐ Drop down to knees and make yourselves small.
- ☐ Cover your face, head and neck, closing your eyes. Keep your body under or below the level of desk/table/chairs, with your back to windows.
- ☐ If outside, get clear of buildings, power lines, trees, light poles and other dangers, drop down to your knees and cover your head and neck.
- ☐ Plan for adaptations for students with disabilities (ie assist students to door frame or evacuate by using a sturdy chair, with or without wheels, to move the person, or, if available, use an evacuation chair)
- ☐ Suggest that while dropping under a sturdy desk or table, students and teachers look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.

2. After at least one minute, announce that the shaking has stopped.

3. Based upon the Taylton site's specific disaster plan, teachers, students, and staff will follow school evacuation procedures for exiting the building.

4. If an aftershock occurs while exiting, Drop, Cover, and Hold On until the shaking stops. When the shaking has stopped (or when the all clear command has been given) IMMEDIATELY and before exiting the room take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to open the airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.

5. When exiting, take attendance records and any first aid bag. Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA). Additionally, follow the 4 Evacuation Rules: Don't Talk! Don't Push! Don't run! Don't turn back!

6. Teachers and students will take their places in their assigned area, keeping students quiet and take roll. Check again for injuries. If any students are injured, send them to the Triage Station (person with the first aid kit) for assistance. After the injury assessment, confirm student attendance with administration.

7. If the students will not be leaving the school premises, when given the “all clear”, escort the students back into the building.
8. As soon as possible after the drill, discuss lessons learned from the drill with students in each class, and in departmental and staff meetings.

Fire Drills

1. Notification - Via alarms or verbal direction, give the signal that a Fire Drill is taking place
2. Based upon the Taylton site’s specific disaster plan, teachers, students, and staff will follow school **evacuation** procedures for exiting the building.
3. When exiting, take attendance records and any first aid bag. Make sure these stay with the person actually escorting the students to the Emergency Assembly Area (EAA). Additionally, follow the 4 Evacuation Rules: Don’t Talk! Don’t Push! Don’t run! Don’t turn back!
4. Teachers and students will take their places in their assigned area, keeping students quiet and take roll. Check again for injuries. If any students are injured, send them to the Triage Station (person with the first aid kit) for assistance. After the injury assessment, confirm student attendance with administration.
5. If the students will not be leaving the school premises, when given the “all clear”, escort the students back into the building.
6. As soon as possible after the drill, discuss lessons learned from the drill with students in each class, and in departmental and staff meetings.
7. Find the location of all fire extinguishers and recall the acronym as a reminder of how to use it: P.A.S.S.:
 - Pull the pin.
 - Aim at the base of the fire.
 - Squeeze the handle.
 - Sweep at the base of the fire

Lockdown

We lockdown our school when requested to do so by local law enforcement. Usually this is due to law enforcement activity in the neighborhood of our school. The goal is to

keep everyone safe and out of the way. Student support continues as usual. No one may leave or enter the building.

A **Code Red** Lockdown means we have a life threatening emergency on our campus, we lockdown immediately. Turn off the lights. Build interior barricades in our classrooms. Remain silent. Wait for further instructions from law enforcement. If a staff or student is left outside during a Code Red, they are directed to flee the campus if they are able or hide themselves as best they can. Doors will not be opened for anyone except law enforcement.

During a lockdown, parents are to remain at home and await further instructions that are sent through our emergency responder (Remind, Parent Square) and website. Communication with parents will occur when and where students are released. No students can be released during a lockdown and parents will not be able to enter the campus. Roads must be clear for first responders.

Communication with families in case of an emergency:

In case of a natural or manmade disaster while a child is at school, the school will communicate with parents in a variety of ways through our Student Information System. The emergency responders (Parent Square/Remind) will be utilized to send texts, voice messages, and email messages to the phone numbers and emails we have on file. Updates will be posted to our school and district websites as often as is able and work with our local radio and TV stations. Evacuation plans will be administered in case the school site needs to be evacuated. Taylion will work with other surrounding schools as well as law enforcement to ensure a safe relocation of students and staff. Staff will communicate with parents on where to pick up their children. Procedures for releasing students for students over the age of 14 include checking the student's Emergency Card. If the parent has checked the box giving permission, the student can be released in case of an emergency, to go home with their parent/guardian/caretaker. If the parent has not checked the box, the student will be kept on campus until someone listed on the Emergency Card arrives. Photo IDs will be checked in order to match the student with a person on the Emergency Card. For students under the age of 14, Taylion will keep the students on campus until someone listed on their Emergency Card arrives. Staff will check a photo ID in order to match the student with a person on their Emergency Card.

1. When the word "LOCKDOWN" is announced:
 - Everyone is to stay where they are.
 - Teachers and/or staff are to quickly determine as to the location of the danger/threat.
2. Once location of danger is discovered, one of two actions are to be chosen:
 - A) Lock, Hide, Protect, and Defend
 - Lock the door
 - Lower the blinds

- Place students against the wall so that the intruder cannot see them when looking in the door. Look for a “Safe Corner”.
- Turn out the lights and computer monitors.
- Keep students quiet.
- Locate attendance records and first aid in case an evacuation is necessary.
- Stay in safe areas until directed by law enforcement officers or administration to evacuate. Never open doors during a lockdown, even in the event of a fire alarm.

OR – if the threat is on the opposite side of the building with distance between

B) Evacuate

- Listen for specific directions.
- Immediately instruct students to stop talking, gather belongings, and prepare to evacuate.
- Locate and gather attendance records.
- Direct students to exit a door to the outside of the building in an opposite direction of the threat.
- Exit quickly but do not run. Close the door but do not lock it.
- While exiting, scan the area for anything out of the ordinary and to ensure that all students have exited.
- Go a safe distance as designated.
- Keep students quiet in the event of further directives

If it is an active shooter

- Safety and Protection Procedures will be trained
A- Assess - What, Who and Where call 911
P- Plan - To escape if possible, hide, or fight back
P- Protect - Shield room or Body (Desk, Drawers, books, backpacks, etc.)
R- Retaliate - Throw objects if necessary
R- Run or Hide to Survive

Additional Procedures:

1. All parents/guardians will be kept updated and informed via Parent Square/Remind. Texts, phone calls, and emails will communicate the status of any disaster impacting Taylion’s students.
2. Each Taylion site will have evacuation plans specific to their building’s layout. Principal/Leadership/lead teachers will work with staff to outline a strategy for each of their sites.
3. A layout of all Taylion buildings will be shared with each site’s neighboring police department. The goal is to make the police aware of our campus layouts and to establish a relationship to support any disaster needs.
4. Each site will hold biannual professional developments to practice procedures and evacuation plans.

5. Each Taylion site will obtain:

- Working fire extinguishers
- Layout of schools with exits and extinguishers identified. Copies posted around campus
- A defibulator
- A connected cell phone chain of all employees on campus for emergency contact in case of a lockdown
- An appointed Emergency Representative and back up person per site
- A comprehensive first aid kit
- CPR training for employees
- Heightened safety features for each building (Mag Locks, reinforced windows, inside locks on all doors)
- Blankets, supply of bottled water, non-perishable food or snacks and other supplies in the event an emergency requires a sustained lockdown. A bucket and plastic bags make an emergency toilet.
- Mail letter to parents about Taylion's strategies for active shooters. (video and discuss with students)

Shelter in place

- Shelter in place is used when there is an atmospheric event such as severe weather or a chemical spill in the vicinity of the school. Doors and windows are sealed and the HVAC system is turned off. We continue to support our students as usual and no one is able to enter or leave the building.

[All Sites Evacuation Routes](#)

Policies for Suspensions and Expulsions

Taylion will implore restorative justice practices, social emotional learning, and positive behavior support interventions prior to recommendations for suspension and/or expulsions.

Suspension is defined as a temporary removal from the school that may occur as recommendation of any of the staff members of the school, and must be approved by the Principal or designee(s).

Expulsion is defined as a permanent removal for the school, without re-enrollment privileges that may occur as a recommendation of any of the staff members of the school, and must be approved by the Principal or designee(s).

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance occurring at any time including but not limited to:

- While on school grounds
- While going to or coming from school
- During, going to or coming from a school-sponsored activity.

Administrator Recommendation of Expulsion

(Ed. Code 48915 c) Must recommend Expulsion – (Mandatory Recommendation)

Act must be committed at school or a school activity off school grounds.

1. Firearms.
 1. Possession of firearm when a school employee has verified firearm possession, and when student did not have prior written permission from a certificated employee concurred in by principal design.
 2. Selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 et.seq.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900.
5. Possession of an explosive. (Ed. Code 48915 a)

Shall recommend unless particular circumstances render inappropriate –

Quasi-Mandatory Recommendation Act must be committed at school or a school activity off school grounds.

1. “Causing serious physical injury to another person, except in self-defense.” Ed Code 48915-(a) (1).
2. “Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.” Ed. Code 48915-(a) (2).
3. “Unlawful possession of any controlled substance listed in ... Health and Safety Code (Section 11053 et.seq.), except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.” Ed Code 48915-(a) (3).
4. “Robbery or extortion.” Ed Code 48915-(a) (4).
5. Assault/Battery, upon a school employee.

(Ed Code 48900) May recommend expulsion – Discretionary Recommendation

If related to school activity or attendance but did not occur at school or at a school activity.

- | | |
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| 1. Physical Injury (a) (1) (2) | 13. Imitation Firearm Possession (m) |
| 2. Dangerous Objects (b) | 14. Sexual Assault (n) |
| 3. Drugs or Alcohol (c) | 15. Harass / Threaten Witness (o) |
| 4. Sale of look-alike represented to be drugs or alcohol (d) | 16. Prescription Drug Soma (Vanadom) (p) |
| 5. Robbery / Extortion (e) | 17. Hazing, Engaged or Participated in (q) |
| 6. Damage to Property (f) | 18. Bullying (r) |
| 7. Theft (g) | 19. Aids or Abets (suspension only) (t) |
| 8. Tobacco (h) | 20. Sexual Harassment (48900.2) |
| 9. Obscenity / Profanity / Vulgarity (i) | 21. Hate Violence (48900.3) |
| 10. Drug Paraphernalia (j) | 22. Hostile Education Environment (48900.4) |
| 11. Disruption / Defiance (k) | 23. Terroristic Threats School Official (48900.7a & b) |
| 12. Receipt of Stolen Property (l) | 24. Electronic Devices (48901.5) |
| | 25. Laser Pointer (AB221 & 293) |

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the School Principal or designee.

The conference may be omitted if the School Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action, the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is

suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when Taylion has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Authority to Expel

A student may be expelled either by the school board of directors following a hearing before it, or by the school Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a member of the school Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

5. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the school Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of school's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The school may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the school or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the

complaining witness.

- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, school must present evidence that the witness' presence is both desired by the witness and will be helpful to school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

7. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

8. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

9. Written Notice to Expel

The School Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new school in which the student seeks to enroll of the student's status with school.

The School Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name
b) The specific expellable offense committed by the student

10. Disciplinary Records

The school shall maintain records of all student suspensions and expulsions at school. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from school as the school Board of Directors' decision to expel shall be final.

11 .Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

12. Rehabilitation Plans

Students who are expelled from school shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to school for readmission.

13. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or school shall be in the sole discretion of the Board following a meeting with the School Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the school's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The school shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that school or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general

education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, school, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If school, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If school, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and school agree to a change of placement as part of the modification of the behavioral intervention plan.

If school, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or school, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and school agree otherwise.

5. Special Circumstances

The school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if school had knowledge that the student was disabled before the behavior occurred.

School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to school supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other school supervisory personnel.

If school knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by school pending the results of the evaluation.

The school shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Procedures to Notify Teachers of Dangerous Pupils

The administration will inform the School Principal of information received from the court and the Probation Department. The School Principal shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as

communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

Any information received from the court shall be kept in a separate confidential file at the school of attendance, and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Procedures to Notify the Public of Dangerous Threats

As outlined in SB671, a charter school must include in its safety plan "procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school or at an activity sponsored by the school..."

If a reasonable threat should occur, Taylion High Desert Academy will:

- Notify law enforcement immediately. Upon receiving notification of a threat by a school official, law enforcement must conduct an investigation and threat assessment.
- Following law enforcement guidelines, Taylion will notify all families/guardians/caretakers of the threat using Remind, Parent Square, email, and phone calls depending on the situation. Information and instructions will be included in the communications.

FIGHTING AND INTIMIDATION (BULLYING / CYBERBULLYING)

We believe in providing a safe and nurturing environment for all students. Any student who participates in a conflict, disruption, or adds to the intensification, is subject to disciplinary consequences. If a student engages in intimidation, violence, and/or uses a weapon, law enforcement will be notified and the student will be suspended which may lead to recommendation for expulsion from the school.

If a student is troubled about a potential conflict, he/she should report the problem to a staff member, or tell an adult immediately. Students should not post any videos or pictures without the consent of the other individual.

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

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The school may 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 appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

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

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

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Principal or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Principal or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with Taylion's policies and regulations.

Discrimination and Harassment Policy

Taylion ASSURANCE OF NONDISCRIMINATION

Educational partners at Taylion are not discriminated against because of race, color, or national origin (Title VI of the Civil Rights Act of 1964), or discriminated against by sex, sexual orientation, marital status, or parental status (Title IX of the Education Amendments of 1976), or discriminated against because of a handicapping condition (Section 504 of the Rehabilitation Act of 1973).

Taylion is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Taylion shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher, Principal or Designee. If not resolved, contact: The Board President.

School Wide Dress Code

This code of student attire is intended to provide guidelines for acceptable student apparel and appearance and to promote an atmosphere of success for all students. The purpose of such guidelines is also to promote student safety and civility, reduce disciplinary problems, increase security within the school, and avoid disruptions to the

educational process. Each student has the responsibility to dress appropriately for the school environment.

Apparel, hair, and general appearance shall not disrupt the learning environment or violate health and safety rules.

All Taylion students must wear their Taylion shirts while on campus. If a student forgets to bring their Taylion shirt the office will “loan” the student a temporary shirt. Each shirt must not be altered in any fashion. For example, the shirts cannot be cut to show skin as a muscle shirt, V-neck, sleeveless, and/or frayed. No cleavage and/or midriff may be exposed.

1. General

A. Clothing and accessories shall not be worn if they display or suggest:

- Profanity
- Discriminatory messages
- Gang or gang-like symbols
- Alcohol, tobacco, or drugs
- Vulgarly
- Symbols of violence
- Obscene or foul language
- Sexually suggestive messages
- Pictures that promote the above

B. Clothes with rips, tears, and/or holes are not permitted.

C. Any article of clothing, jewelry, or accessory that could cause injury to oneself or others is not permitted.

D. Chains are not permitted, including wallet chains.

E. Sunglasses shall not be worn inside unless prescribed by a physician or authorized by the school administration.

2. Footwear

A. Shoes with laces are to be laced and tied.

B. House slippers are not permitted.

3. Headwear

A. Head coverings, including but not limited to caps, hats, wigs, bandannas, hair curlers, picks, combs, hoods, and scarves, may not be worn inside unless authorized by the school administration.

B. Wigs prescribed by physicians or authorized by the school administration will be permitted.

4. Pants/Shorts/Skirts/Dresses

A. Baggy pants, pants with legs that extend over the shoes to drag the ground, and pants with holes are not permitted.

B. “General” category guidelines apply to pants, shorts, skirts, dresses.

- C. Belts must be appropriately buckled.
 - D. Pants will be worn fitted to the waist with or without a belt, and they will not expose undergarments.
 - E. Properly placed patches to cover holes or tears at the knee or below may be worn with pants.
 - F. Pajama pants are not permitted.
 - G. Shorts/skirts/dresses may be worn and may not be shorter than the tips of the individuals' middle fingers when they are standing upright with their arms at their sides.
6. Undergarments
- A. See-through or mesh garments may only be worn as undergarments.
 - B. Spandex articles may only be worn as undergarments.
 - C. Form fitting or overly tight clothing may only be worn as undergarments.
 - D. Undergarments, such as boxer shorts, are not to be worn so that they are visible.
7. Outerwear
- A. Message bearing sweatshirts are permitted per the "general" category guidelines.
 - B. Coats are not to be worn inside unless authorized by the school administration.
8. Exceptions
- A. Specific outfits designed for extracurricular activities and authorized by the school administration will be permitted.
 - B. Decisions regarding questionable clothing will be left to the discretion of the principal.
 - C. These guidelines represent minimal standards.

Safe Ingress and Egress Procedures

Taylor has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below illustrates our procedures:

- Principal or designee shall periodically examine traffic patterns in order to identify if crossing assistance may be needed.
- Students are accountable for their actions to and from school.
- Visitors are accountable for signing in the front office. Visitors will be asked to show identification if not recognized. Visitors will be provided a visitor badge to wear while on campus.
- Students must sign-in or scan in every time they enter and exit school.

- Taylion prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind, including when on their way to and from school.

All school staff and students shall review schools evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the school location/site. If there is a need for evacuation from the school/site, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated area (alternate route if primary area is closed) as displayed on posted on school's evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in designated areas until further instructions are received from the principal or designee. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the School Principal or designee reenters building to ensure that it is safe and secure
- Staff and students re enter building and resume instructional/administrative activities

If the building is not safe to re-enter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Safe and Orderly Environment

The school is and will remain a safe place for students and adults. The school staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Every day millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for school students to

understand safety guidelines and tips to follow to ensure their safety to and from the school. The following safety tips are reviewed annually with school students and parents to help prepare all school students for a safer journey.

- Every school student will have a set schedule for arrival and departure from their designated site. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.
- Every student, parent, and guest is required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.
- All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.
- Students will be encouraged to always take a classmate when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
- Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.
- If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.
- In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and inform a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be taught that grownups needing help should not ask children for help; they should ask other adults.
- Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.
- Students will be directed if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around,

go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to inform a school staff member, parent, or another trusted adult what happened.

- Students will be taught that if anyone tries to take them somewhere they should quickly get away and yell, “This person is trying to take me away” or “This person is not my father/mother/guardian.” If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.
- Students will be taught to never leave the learning center with anyone they don’t know. They should always check first with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always check first before doing anything. Students will be taught to make sure they understand to tell a trusted adult if they notice anyone they don’t know hanging around the learning center.
- Parents are encouraged to practice these safety tips with their students to make certain they really know and understand them. Make the walk to and from school a “teachable moment” and chance to put their skills to the test.

Rules and Procedures on School Discipline

BEHAVIOR AND EXPECTATIONS

Taylion High Desert Academy remains committed to the goal of establishing a safe, orderly, and non-disruptive environment that is conducive to student learning. Moreover, we believe that discipline based on the worth and dignity of each student is a positive form of guidance. All staff members, therefore, will implement an effective school-wide discipline plan in accordance with Taylion Academy’s policies, and state laws.

The primary objective of the discipline plan is to teach the following concepts for living:

- Respect for the rights, dignity, and safety of all individuals.
- Respect for the law and observance of school policies, procedures, and local regulations,
- Respect for public and private property.

The responsibility for maintaining a positive school climate is shared by parents, students, and school personnel. Each is expected to work cooperatively toward this goal. Parents, students, and staff members are also expected to deal effectively with behavioral concerns. To facilitate parental involvement in disciplinary matters, we will work to establish cooperative communication between parents and the school in order

to provide parental knowledge and cooperative intervention throughout the disciplinary process.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents, suspension, and expulsion. A student may be disciplined (including suspension and expulsion) for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event including, but not limited to:

- while on school grounds;
- while going to or coming from school;
- during the lunch or break period, whether on or off the school campus;
- during, going to, or coming from a school-sponsored activity.

Student Responsibilities

Taylton High Desert Academy believes that it is important for students to understand that they have a choice to make regarding their actions and that appropriate conduct benefits both themselves and others. Students are encouraged to express their individuality as long as this expression does not infringe upon the rights of others or disrupt the learning environment. Behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, respectful towards their teachers, courteous to other students, staff and volunteers, and do not seek to bring inappropriate attention to themselves. Students are expected to be punctual for appointments. They are further expected to refrain from profane, vulgar or abusive language.

PUBLIC DISPLAYS OF AFFECTION (PDA)

Taylton staff encourages our students to not exhibit PDA while on campus or at any school sponsored activities. Any inappropriate PDA will be addressed that makes the viewer uncomfortable. Here are some examples: intimidate dancing, deep prolonged kissing, petting, inappropriate placing of hands, sitting on laps or straddling.

SEXUAL HARASSMENT

Taylton believes that all students should be able to attend school without harassment of any kind. Sexual harassment is against the law and will not be tolerated. Sexual harassment is any unwelcome sexual advance, request for sexual favors or verbal or physical conduct of a sexual nature. Any occurrence of sexual harassment will result in a mandatory parent conference and may be referred to law enforcement. In addition, suspension or a recommendation for expulsion may be made based upon the nature of the incident. If a student feels he/she is being harassed, he/she needs to report the incident to a Taylton staff member immediately.

TOBACCO USE OR POSSESSION

Taylton High Desert Academy is a tobacco and Drug-Free Zone. Anyone under the age of 18 is prohibited to carry tobacco and it is a crime that could lead to an arrest and a fine. Students will face appropriate consequences if caught using or in possession of tobacco, electronic cigarettes or paraphernalia.

DRUG/ALCOHOL POSSESSION

Law enforcement will be notified if students possess, use, or sell a controlled substance, paraphernalia, an alcoholic beverage, or an intoxicant of any kind, while on school grounds, while going to or coming from school, or coming from any school sponsored activity, he/she may be suspended or recommended for expulsion upon further investigation.

OVERDOSE - facts and actions

Symptoms and Indications of an Overdose:

- Respiratory depression: slow and shallow breathing or cessation of breathing
- Making snoring or gurgling sounds
- Blue or gray skin color
- Dark lips and fingernails
- Unable to talk
- Disorientation
- Pinpoint pupils
- Decreased level of consciousness, can't be woken up
- No response to stimuli
- Drug paraphernalia in the vicinity
- Note: If not able to get a response, don't assume they are asleep. Not all overdoses happen quickly and sometimes it can take hours for someone to die. Taking action in those hours means a life can be saved.

What to Do:

- This is a medical emergency: Call 911 for a first responder immediately.
- Try to get the person to respond.
- Administer CPR if qualified.
- Rub knuckles on the breast bone.
- If the person responds, keep them awake and breathing.
- If their skin is blue, perform mouth to mouth rescue breathing.
- Stay with the person. If needing to leave, place the person in a recovery position (on their left side).

- Obtain NARCAN® (Naloxone) - all Taylion sites store Narcan for emergencies. (Keep in mind, it can take more than one dose of naloxone to revive a person who has overdosed. There is no harm in giving multiple doses to a person in an attempt to revive them.) [Learn about Narcan](#)

All students with a drug/alcohol issue are encouraged to seek help and notify staff or an adult for support. See our website under resources for additional agencies of support.

Academic Integrity

Taylion High Desert Academy is committed to fostering a program which promotes excellence, honesty, accountability, and integrity. The program at Taylion demands that all students develop and maintain the highest level of integrity and ethics while pursuing their academic goals. Any academic fraudulence or dishonesty will not be tolerated. Academic dishonesty includes but is not limited to the following:

- Copying another student's work.
- Allowing another student to copy your work.
- Plagiarizing other's work. Plagiarizing as defined by Wordnetweb (2010) is "a piece of writing that has been copied from someone else and is presented as being your own work." This includes works from the internet and any other electronic media, as well as the work of friends and family.
- Theft or the modifying of evaluations, archives (written or electronic) and/or testing materials (written or electronic).

Any student found doing any of the above mentioned actions, is subject to any or all of the below listed actions:

- Parent Communication/Meeting
- Student Plagiarism Agreement
- Removal from the course effective immediately, without replacement
- Possible failure of the course
- Expulsion

PROHIBITED ITEMS

Weapons of any type, or items that could be used as or look like weapons, are prohibited and are not to be brought to school. Examples of prohibited weapons include, but are not limited to: water pistols, clubs, lighters, knives, spiked accessories, ammunition, chains, razor blades, and guns.

Taylion High Desert Academy is not responsible for lost, stolen, or misplaced cell phones, headphones, computers or other electronic devices.

Student Personal Belongings

Administrators of Taylton have the discretion to search student's personal belongings if a reasonable suspicion warrants the act. Searches may be due to, but are not limited to, suspicion of a student being in possession of a weapon, drugs or property not belonging to the student.

Acceptable Use of Technology Network Behavior

I understand that I am personally responsible for following school rules while using the school computer network.

Acceptable Use

- I will always be polite, exhibiting proper and respectful behavior.
- If I see something that offends me I will tell my teacher.
- I understand that America's copyright laws protect artists, musicians, and writers. If I use pictures or words from a webpage, I will show the source.
- I understand that everything that happens on the school network may be reviewed at any time; it is not private.

Unacceptable Use

- I will not bring a radio, CD player, iPod, Ipad, mp3 player, Game Boy, and any other electronic devices to school.
- I will not use the school's computer systems for anything illegal.
- I will not swear, use threatening, obscene, or other offensive language.
- I will not post pictures or videos of other students without their permission.
- I will not respond to any messages that are mean or make me feel uncomfortable. If I receive a message like this, I will tell my teacher right away.
- I will never agree to get together with someone I meet online without parental permission.
- I will not post photographs of myself, other students, or teachers on the Internet without permission.
- I will not reveal my name or anything personal about myself, my family, or anyone else without direction from my teacher. I understand that personal information includes: pictures, address, telephone number, school address, work address, and so on.
- I will not share my passwords with anyone, including friends.
- I will not attempt to bypass the school's safety and security systems.

- I will not use the school network to download games, music, videos, or other files not needed for school work.

Taylion Academy Student Smartphone Use Policy for Classroom Environments

Purpose:

The use of smartphones in the classroom has the potential to disrupt the learning environment, distract students, and impede academic success. This policy aims to promote an engaging, focused, and distraction-free educational setting while allowing for responsible use of technology when necessary.

This policy applies to all students in the school and is enforced during instructional time, including discussions, group work, tests, and any other classroom activity, unless explicitly stated otherwise by the teacher.

Policy Guidelines:

1. General Prohibition

- Smartphones must be turned off or set to silent mode and stored in students' bags or designated areas during class time.
- The use of smartphones is prohibited during instructional time unless expressly permitted by the teacher for specific academic purposes (e.g., research, educational apps).

2. Authorized Use

- Teachers may allow smartphone use for educational purposes related to classroom activities. In such cases, students must use their devices strictly for the approved activity.
- Any unauthorized use of smartphones during permitted times will result in disciplinary action.

3. Exemptions

- Students with documented disabilities or medical conditions requiring smartphone use for assistive technologies or health management will be granted appropriate accommodations.
- Exceptions for smartphone use may also be made in cases of family or personal emergencies, with prior notification to the teacher or school administration.

4. Prohibited Uses

- Recording, photographing, or videoing classmates, teachers, or any part of the school environment is strictly prohibited unless prior approval is given.
- The use of smartphones for non-academic purposes (social media, texting, gaming, etc.) is forbidden during instructional time.

5. Consequences for Non-Compliance

- First Violation: Verbal warning and the phone will be confiscated for the remainder of the class.
- Second Violation: Confiscation of the phone for the remainder of the student appointment.
- Third Violation: The phone will be confiscated, and a parent/guardian must retrieve it from the administration office. Further disciplinary measures may be taken, including detention or loss of phone privileges at school.

6. Testing Environments

- Smartphones are strictly prohibited during testing unless explicitly allowed as part of an accommodation. Any unauthorized use during a test will be considered a violation of the school's academic integrity policy, and students may face further academic consequences, including test invalidation.

Acceptable Use

- I understand that cell phones must be turned off during the instructional school day.
- I understand that students may use cell phones BEFORE and AFTER school ONLY.
- I understand that I may use the school land-line phones in an emergency.
- I understand that I may use cell phones for educational purposes only.

Unacceptable Use

- I will never use a cell phone during the school day inside school buildings or offices, including restrooms that disrupt the learning environment.
- I will never use a cell phone during class, and other school events.
- I will never take any pictures using a cell phone at school unless it's a school related assignment.

Parent/Guardian Responsibilities

Parents/guardians are expected to comply with all laws governing the conduct and education of their children and to cooperate with and support school authorities regarding their children's behavior. California law holds parents/guardians liable for any willful student misconduct which results in the death or injury of any student or persons employed by or volunteering for the school. Parents/guardians are also liable for any defacement, injury, or loss of property belonging to the school or to a staff member.

Hate Crimes Reporting and Procedures

Taylion desires to protect the right of every student to be free from hate-motivated behavior. Taylion will hold its School-Wide Learner outcomes and Social Emotional Learning strategies. Taylion will promote diversity and inclusion to gain a true understanding of the civil rights and social responsibilities. Taylion will prohibit discriminatory behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal or designee, and/or law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with law, school policy and administrative regulation.

In addition, Taylion shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Mental Health Support

School-based mental health is becoming a vital part of student support systems. Mentally healthy students are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and young people, use appropriate problem-solving skills, have nonaggressive behaviors, and add to positive school culture. Although many students are mentally healthy, the Center for Mental Health in Schools estimates that between 12 and 22 percent of school-aged children and youth have a diagnosable mental health disorder.

Taylion High Desert Academy believes that supporting the whole student is impactful and beneficial.

- Mental Health: Taylion provides multiple resources both on-site and on-line. Counselors create Social Emotional Learning lessons for all TK-12 graders as well as for the staff. Additionally, the counselors have created a Virtual Wellness Center that includes many supportive resources ranging from help during a crisis to daily mental health improvement.
<https://www.taylion.com/virtual-wellness-center/>
- Suicide Prevention: Suicide among students often happens after a stressful life event, such as problems at school, a breakup with a boyfriend or girlfriend, the death of a loved one, a divorce, or a major family conflict. Taylion has developed

a prevention policy to address this serious issue. Learn more- [Suicide Prevention Policy](#)

Instructional Continuity Plan: 2025-26 (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Adelanto Elementary School District	Taylion High Desert Academy	Karen Ruffner - Director of Data and Assessments	karen.ruffner@taylion.com

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on 5/14/2025 and adopted by Taylion High Desert Academy on 6/27/2025 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, Taylion High Desert Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Taylion will facilitate communication efforts to staff and families within five days following the emergency to establish two-way communication and access to supports to families and staff.

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

Taylion will use the Remind (the established parent communication platform), email notifications, texts, website postings, social media, phone calls, and online Google Meet or Zoom platforms to communicate updates and guidance to families.

Plans for Unforeseen Events

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

In the case of damage to infrastructure, Taylion's sites have upgraded Walkie Talkies that include radio updates as well as site to site interaction to allow for emergency communication. If electricity is cut off, each site also has a 200W Portable Power Station, SinKeu 42000mAh Solar Generator With 110V AC Outlet, DC, USB C, USB QC3.0, Backup Battery Pack Power Supply.

Support for Unique Needs

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

Taylion Academy's emergency safety plan includes specific provisions to identify and support the social-emotional, mental health, and academic needs of students with disabilities and other vulnerable populations. Individualized Emergency Response Plans (IERPs) are developed for students with mobility, communication, sensory, or behavioral needs, ensuring accommodations are in place for evacuation, shelter-in-place, and remote learning scenarios. Special education and related services continue without interruption to the extent feasible, including access to teletherapy, virtual instruction, and low-tech alternatives such as printed learning packets. Staff are trained to provide trauma-informed care and to recognize signs of mental health distress, with counselors available for crisis intervention and ongoing support. Social-emotional check-ins, wellness screenings, and individualized outreach ensure that all students receive timely and appropriate care. The school's Multi-Tiered System of Support (MTSS) remains active during emergencies, with tailored interventions and family communication designed to maintain continuity, accessibility, and equity for students with special needs.

Access to Instruction

Timeline for Access to Instruction

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

As required, Taylton High Desert Academy 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

Taylton will provide instruction through in-person or remote learning based on the nature of the emergency situation. A return to site-based learning will follow clearly defined criteria, including the lifting of evacuation orders, restoration of utilities and internet, and availability of clean water. Additional requirements include healthy air quality, a hazard-free campus, and sufficient staffing to support affected individuals.

Remote Instruction

Plans for remote instruction.

As required, Taylton High Desert Academy 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.

All Taylton independent studies and homeschooled students will engage in meaningful learning through in-person and/or remote instruction to reduce the academic learning gaps, meet and/or exceed grade-level expectations. Taylton's delivery model will offer both in-person (if the situation allows) and remote instruction to ensure that meaningful learning and growth are being made and provide different layers of support to every student. Per Taylton's instructional model, online learning is an integral part of instruction with various existing online programs being utilized on a daily basis. Therefore, systems would be easily accessible in the case of an emergency and students could smoothly transition to remote learning.

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.

All Taylton students are issued Chromebooks upon enrollment.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Due to Taylton's hybrid program, textbooks, written assignments, and packets can also be assigned to students for a "pick up" and "drop off" arrangement if remote learning is not working for their situations.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Taylton High Desert Academy 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.

Taylton's families, students, and staff will be kept in daily communication via emails, calls, Remind, texts, and Google classrooms.

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.

Since Taylton's program consists of independent studies, hybrid, and homeschool programs, the school and its staff can immediately meet the students' needs for remote learning if an emergency requires this type of instruction. Student issued Chromebooks assure that all students can continue synchronous learning with their teachers and tutors if needed.

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.

Essential learning will be offered in a variety of ways including scheduled daily and weekly synchronous instruction and meetings with students and parents/guardians depending on the students' ages and learning programs. Learning skills will be monitored using Edmentum's Exact Path diagnostics and lessons will be assigned accordingly. Student packet work will also be available and distributed via mail or at each school site depending on the restrictions of the emergency.

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.

Taylton will ensure that all students—particularly those with disabilities, experiencing homelessness, in foster care, or English learners—receive equitable access to instructional materials through differentiated supports, multilingual communication, and accessible digital and non-digital resources. Since all students are provided with Chromebooks, they will be able to access instruction remotely, and staff will coordinate with families, community partners, and support services to ensure connectivity and individualized accommodations are in place to maintain uninterrupted learning for every student.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Specialized instruction will continue to be provided by adapting, as appropriate, the content, methodology, and/or delivery of instruction to address the unique needs of the student that result from his/her disability and to ensure access to the general curriculum. The content may be adapted by providing accommodations and modifications during lesson delivery. The methodology may be adapted by reviewing the student's IEP and choosing the evidence-based method to ensure individualization to make academic progress. The delivery of instruction will be discussed at IEP meetings which will continue via remote platforms during emergency circumstances.

English Learners (EL)

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

During an emergency, Taylton would continue to implement culturally responsive programs that recognize English learners' diverse profiles and build upon their linguistic and cultural assets to support both academic and socio-emotional growth. With the use of remote communication, the school will foster inclusive school climates and strong family-school partnerships, while ensuring tailored support and valid assessment practices for English learners, including those with disabilities.

Professional Learning

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

Due to Taylton's inherent structure of both independent studies and homeschooling, teachers and students have personalized learning schedules with resources and materials that are mostly done within their homes and often with the guidance of their parents/guardians/siblings etc. Taylton's teachers have ongoing professional training throughout the year in supporting their students within these programs. For example, during the 2024-25 school year, there have been multiple onsite and online MTSS professional development sessions allowing teachers to learn how to provide intervention remotely if needed which is useful during an emergency. This continued

training coupled with the fact that all students have Taylton issued Chromebooks allows both teachers and their students confidence and experience if the need to pivot instruction and assessment arises.

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.

Taylton has developed a robust mental health support system for its students. Counselors are trained and available to reach out to students in both English and Spanish to offer various resources for students in emotional need during both emergency and regular school situations. Various resources include:

Call or text 988 National Suicide Prevention Lifeline

Crisis Text Line: Text "help" to 741-741

Teen Line: Text "TEEN" to 839863

Trevor Project 1-866-488-7386 or text "START" to 678678

Trans Lifeline 1-877-565-8860

Crisis Walk-in Clinic- Valley Star Crisis Walk-in Center- Open 24 hours (all ages)

Phone: 760-245-8837 Address: 12240 Hesperia Rd, Ste. A, Victorville 92395

California Youth Crisis Line (800) 843-5200 – 24 hours

California Mental Health Helpline (855) 559-3923 www.californiamentalhealthhelp.com

Teen Line (800) TLC-TEEN or (800) 852-8336– a teen-to-teen hotline 6pm-10pm PST daily or visit <http://teenlineonline.org>

Suicide & Crisis Lifeline- Call or Text 988 or Chat 988lifeline.org

Additionally, Taylton Academy will coordinate with community partners to coordinate access to nutrition for students using the school sites, partnership with neighboring districts, emergency meal sites, collaboration with food banks, grab-and-go meal programs, and home meal delivery options for students in need.

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

Each of the three Taylton sites carries water, snacks, and basic medication for emergency purposes.

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.

All support services including special education , EL support, counseling, and MTSS interventions will be continued in remote settings in order to provide normalcy and continuity for all students.

Site-Based Collaboration

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

The planning team does and will continue to consist of Taylion's Leadership team in collaboration with the IT department, the Learning Center Coordinators, other assigned staff with input from the families and local safety officials. Currently, emergency drills occur each month so staff and students become familiar with evacuation and other emergency protocol.

Return to Site-Based Learning

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

Reopening guidelines will be contingent upon the following:

1. Safety and Health Assessments- Sites will be thoroughly inspected for structural damage, hazards (e.g., broken glass, unstable structures), and will ensure utilities (water, electricity, gas) are safe and functional.
2. Environmental Health: Taylion will address sanitation, ensure safe water supply, proper waste disposal, and clean up any debris or hazardous materials
3. Public Health Guidance: Taylion staff will consult with local health officials to implement necessary safety protocols.
4. Staff Training: Administration will provide training to staff on updated safety procedures, emergency protocols, and identifying and addressing potential risks.
5. Mental Health Support: Taylion will provide access to counseling services and mental health resources for students and staff impacted by the emergency.
6. Special Needs Support: Staff will address the unique needs of students with disabilities and ensure their accommodations and services are in place.
7. Learning Recovery: Teachers and support staff will implement strategies to address potential learning gaps resulting from the emergency and support students in catching up academically.
8. Technology and Resources: Taylion's IT department will ensure students have access to necessary technology and resources for learning, whether in-person or remote

Integration with Comprehensive School Safety Plan (CSSP)

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

This Instructional Continuity Plan (ICP) will be included as an integral component of Taylion High Desert Academy'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.

Once approved by Taylion's Board, this ICP will be integrated with the school's Safety Plan prior to July 1, 2025.

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:

Taylion Academy's board members and leadership team will annually review the Instructional Continuity Plan. Each year, the school's physical and enrollment growth will be taken into account so updates to the ICP can be made accordingly.