

COMPREHENSIVE SCHOOL SAFETY PLAN

Board Approved February 25, 2021

**Acton Agua Dulce Unified School District
32248 Crown Valley Road, Acton, CA 93510
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EVALUATION AND REVISION OF THE COMPREHENSIVE SCHOOL SAFETY PLAN

The comprehensive school safety plan shall be evaluated and amended, as needed, by the District's Safety Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented. (Education Code, Section 35294.1 and 35294.6). Ongoing collaboration with the Los Angeles County Sheriff Department provides regular updates on best practices, including our current efforts to solidify site plans for shelter in place.

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions performed by the School Safety Planning Committee. Safety goals for the upcoming school year are formulated based on the findings of this assessment.
2. The annual review and evaluation of the Comprehensive School Safety Plan is certified by the members of the School Safety Planning Committee and School Site Principal prior to presentation to the Board of Trustees for final review and adoption. The following review of this plan includes the mandated components of Senate Bill 187:
 - Child Abuse reporting procedures
 - Sexual Harassment Policy
 - Dress Code
 - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
 - Safe ingress and egress to and from school
 - Routine and emergency disaster procedures including natural disasters, human created disasters, power outages, and shelter in place protocols
 - Policies pursuant to Education Code 48915 and other school designated serious acts which lead to suspension, expulsion, or mandatory expulsion recommendations

An updated file of all safety-related plans and materials shall be readily available for inspection by the public. A copy of the Comprehensive Safety Plan will be kept in each school office.



IMPLEMENTATION OF THE SAFETY PLAN

This written plan will be distributed to all departments and will be made available to all staff, students, parents and the community in all sites and district offices.

SCHOOL SAFETY PLANNING COMMITTEE

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Safety Planning Committee. (Ed. Code 35294.1)

The School Site Safety Committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed. Code 35294.1)

Local law enforcement has been consulted (Ed Code 3929.1), and other local agencies, such as health care and emergency services, may be consulted if desired. (Ed. Code 39294.2)

Members of the school community may provide valuable insights as members of School Safety Planning Committee. Additional members may include:

- Representatives from the local law enforcement agency
- School Resource Officers
- Guidance counselors
- Special Education Department Chairperson
- One or more key community service providers
- Student representatives
- Disciplinary team members
- Staff leaders
- Parents who children attend school within the district



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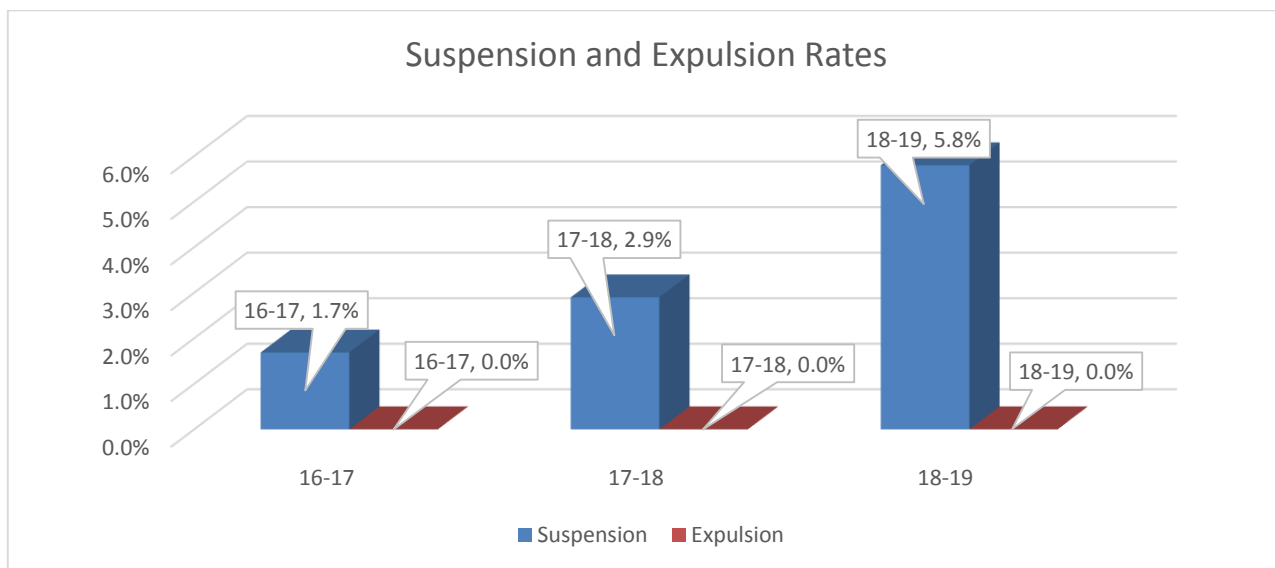
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SECTION 1: DISTRICT ASSESSMENT

SUSPENSION AND EXPULSION ASSESSMENT

Suspension and Expulsion Rates



Suspension and Expulsion Analysis

Suspension rates have not been updated in DataQuest on the California Department of Education website for the 2019-2020 school year, likely because of the COVID-19 Pandemic. Suspensions increased in the 2018-2019 school year by nearly double the previous year. Expulsion rates across the district remain at zero. Potential causes for the increase in suspensions, there were more incidents of fighting amongst middle school and high school students compared to the previous year. There was also an increase at the high school level with relationship to controlled substance (alcohol, drug, etc.). These issues have continued to be monitored, and support through counseling has become a part of addressing the behaviors in addition to consequences. Most expulsion recommendations result in a stipulated change of placement.

School Discipline

Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed.

School discipline shall be progressive except in circumstances defined in California Educational Code that require expulsion, and due process shall be exercised in all cases.



Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900:

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.



(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body.
(Amended by Stats. 2016, Ch. 419, Sec. 2.5. (AB 2536) Effective January 1, 2017.)

Recommendation for Expulsion

The principal or superintendent of school shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

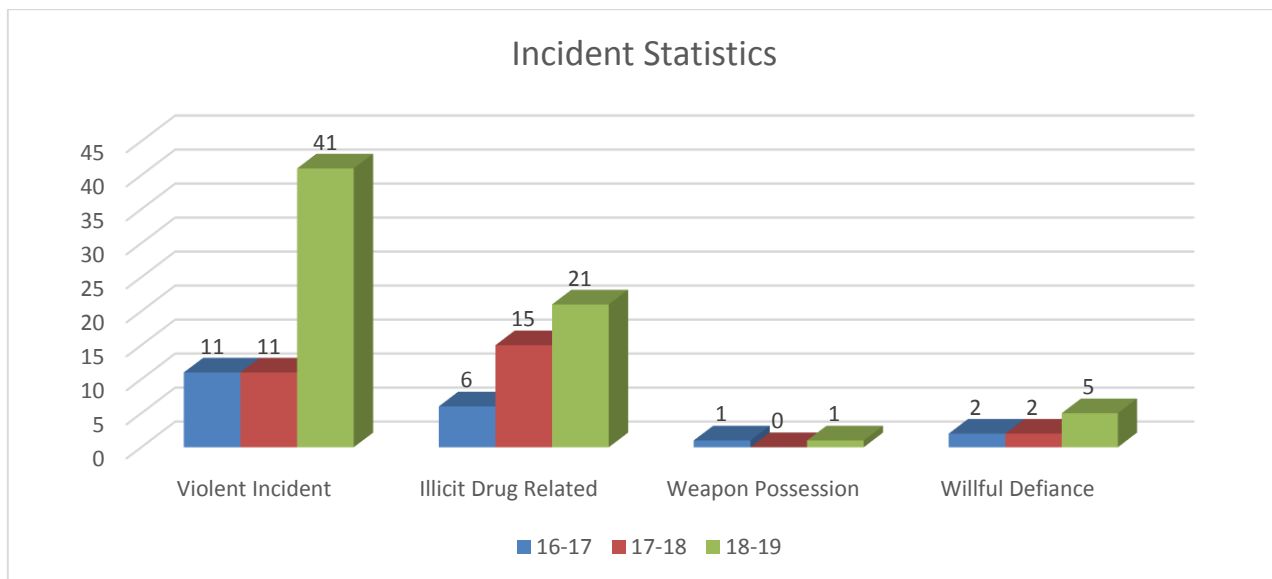
- a. Possessing, selling, or otherwise furnishing a firearm.
- b. Possession or brandishing a knife at another person
- c. Unlawfully selling a controlled substance as defined by the Education Code
- d. Committing or attempting to commit a sexual assault as defined in the Education Code

Incident Statistics

Incident statistics have not been updated in DataQuest on the California Department of Education website for the 2019-2020 school year, likely because of the COVID-19 Pandemic. The following numbers represent the most serious offense count for student discipline between the 2016-2017



and 2018-2019 school years. It is important to note that these numbers are of incidents and do not indicate the outcome of discipline (suspension, recommendation for expulsion, expulsion, etc.).



Incident Statistics Analysis

Analysis of the above statistics indicates that overall, the incidents have increased in the areas of violence (causing, or attempting to cause an injury) and illicit drug related. Increases in illicit drug related incidents can be attributed to the rise in popularity of electronic nicotine/marijuana devices discussed in further detail below. Willful defiance has had an increase last year, but changes in state law regarding willful defiance may reduce this number going forward.

Informal observation of use indicates that the types of drugs are usually marijuana and alcohol. The presence of marijuana (including edible form) and alcohol are of great concern. The consistent problem with marijuana and alcohol may be linked to a lack of social services for students in the community, and drug and alcohol interdiction services are not provided to campus on a regular basis.

New Trends have emerged and steadily becoming more popular among young adults, specifically the use of Electronic Vaporizers. These Vaporizers are known not only used to inhale liquid nicotine (E-Juice), but another substance known to law enforcement as "Honey Oil," which is a potent and odorless form of Marijuana. The other trend is "Edibles," a form of Marijuana / THC that is prepared into foods such as candies and baked goods. It is harder to detect the use of these products as they do not emit odors.

Student Conduct (Board Policy 5131(A))

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be



expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards their teachers, other staff, students and volunteers.

- (cf. 5131.1 - Bus Conduct)
- (cf. 5137 - Positive School Climate)

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations.

Students and parents/guardians shall be notified of district and school rules related to conduct and shall receive regular instruction regarding these rules. In addition, parents/guardians and students may be provided information about early warning signs of harassing/intimidating behaviors, such as bullying, as well as prevention and intervention strategies.

Prohibited student conduct includes but is not limited to:

1. Behavior that endangers staff and/or students
 - (cf. 0450 - Comprehensive Safety Plan)
 - (cf. 5131.7 - Weapons and Dangerous Instruments)
 - (cf. 5136 - Gangs)
 - (cf. 5142 - Safety)
2. Behavior that disrupts the orderly classroom or school environment
 - (cf. 5131.4 - Campus Disturbances)
3. Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering
 - (cf. 5145.3 - Nondiscrimination/Harassment)
 - (cf. 5145.7 - Sexual Harassment)
 - (cf. 5145.9 - Hate-Motivated Behavior)
4. Damage to or theft of property belonging to the district, staff or students
 - (cf. 3515.4 - Recovery for Property Loss or Damage)
 - (cf. 5131.5 - Vandalism, Theft and Graffiti)
5. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
6. Profane, vulgar or abusive language



- (cf. 5145.2 - Freedom of Speech/Expression)
- 7. Plagiarism or dishonesty in school work or on tests
 - (cf. 5131.9 - Academic Honesty)
 - (cf. 6162.54 - Test Integrity/Test Preparation)
 - (cf. 6162.6 - Use of Copyrighted Materials)
 - (cf. 6163.4 - Student Use of Technology)
- 8. Inappropriate dress
 - (cf. 5132 - Dress and Grooming)
- 9. Tardiness and unexcused absence from school
 - (cf. 5113 - Absences and Excuses)
 - (cf. 5113.1 - Truancy)
- 10. Failure to remain on school premises in accordance with school rules
 - (cf. 5112.5 - Open/Closed Campus)

DISTRICT DRESS CODE

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board of Trustees policy and administrative regulations. These school dress codes shall be regularly reviewed. (cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
 2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
 3. Hats, caps and other head coverings shall not be worn indoors.
 4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
 5. Gym shorts may not be worn in classes other than physical education.
 6. Hair shall be clean and neatly groomed. Hair may not be an unnatural color.
- Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

Possession of Cellular Phones and Other Personal Electronic Signaling Devices

No student shall be prohibited from possessing or using an electronic signaling device that is



determined by a licensed physician or surgeon to be essential for the student's health and the use of which are limited to health-related purposes. (Education Code 48901.5)

Students may possess or use personal electronic signaling devices, including but not limited to cellular/digital telephones.

Permitted devices shall:

- Be turned off during class time and at any other time directed by a district employee.
- Not disrupt the educational program or school activity.

Electronic devices

If a disruption occurs, the employee shall direct the student to turn off the device and/or confiscate it. If a school employee finds it necessary to confiscate a device, he/she may either return it at the end of the class period or school day or keep it until the principal or designee has consulted with the student's parent/guardian.

A student who violates this policy or any aspect of the Acceptable Use Agreement (AUA) may be prohibited from possessing a personal electronic signaling device at school or school-related events.

Staff Notification of Dangerous Students (Ed. Code 49079)

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school years, the information provided shall be from the previous two school years. For the 1996-97 school years and each school year thereafter, the information provided shall be from the previous three school years.



- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Suspension history:

Each September and February, all teachers and security will be provided via email and hardcopy, a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are emailed and hand-delivered to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. The hard copies will have a cover sheet marked "confidential" and teachers will be reminded via email and on the routing sheet about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned after 5 days and filed in the school office.

Current suspensions

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Teachers will be sent an email advising the nature of the serious act and the dates of the suspensions as well as any other pertinent information regarding the suspension.
2. Teachers will be reminded in the email about the confidential nature of the data

Notification of Law Enforcement (Ed. Code 48902)

- (a) The principal of a school or the principal's designee shall, prior to the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the pupil that may violate Section 245 of the Penal Code (assault).
- (b) The principal of a school or the principal's designee shall, within one school day after suspension or expulsion of any pupil, notify, by telephone or any other appropriate method chosen by the school, the appropriate law enforcement authorities of the county or the school district in which the school is situated of any acts of the pupils that may violate subdivision (c) or (d) of Section 48900.
- (c) Notwithstanding subdivision (b), the principal of a school or the principal's designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a pupil that may involve the possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code. The principal of a school or the principal's designee shall report any act specified in paragraph (1) or (5) of subdivision (c) of Section 48915 committed by a pupil or non-pupil on a school site to the city police or county sheriff with jurisdiction over the school and the school security department or the school police department, as applicable.



- (d) A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.
- (e) The willful failure to make any report required by this section is an infraction punishable by a fine to be paid by the principal or principal's designee who is responsible for the failure of not more than five hundred dollars (\$500).
- (f) The principal of a school or the principal's designee reporting a criminal act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted, as described in paragraph (9) of subsection (k) of Section 1415 of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

Student Convictions

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and dean of students will be provided with written notice from the district office. Teachers will then be notified using the procedures outlined in "Current Suspensions." Copies of this notice are maintained in the school office and the district office.

Nondiscrimination and Fair Treatment of Pupils

AADUSD realizes that a major source of conflict in many schools is the problem of bias and unfair treatment of students (real or perceived) due to ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Our schools strive to convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. AADUSD endeavors to communicate to students and the greater community that all students are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

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



Acton-Agua Dulce Unified School District encourages students, parents, staff and community members to join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the “Parent Student Handbook” is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to:

- Student rights to physical safety
- The protection of personal property
- The expectation of respect from adults
- The expectation to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

The District’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all students.

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety.

The School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment that can bring value to the discussions. Such data may include:

- Mental Health
- State, District or Site Surveys
- Disciplinary Data
- Community Police Data

Based on data analysis, the School Safety Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The Objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.



SECTION 2: CONCEPT OF EMERGENCY OPERATIONS

This disaster plan has been prepared in compliance with California Administrative Code Title 5, Education Code Section 560 and the California Government Code 8607 California Standardized Emergency Management System (SEMS).

Section 8607 of the California Government Code requires that state and local governments including special districts (i.e., schools) be prepared to respond to emergencies using the SEMS. SEMS must also be used for school planning and training.

SEMS General Overview

SEMS is a management model used to centralize, organize and coordinate school response to an emergency crisis. This model facilitates the flow of information and resources, the use of standardized terminology and assignments, while allowing for flexibility to expand or operations depending on the scope of the incident.

The purpose of this Disaster Preparedness Plan is:

- To provide specific guidelines and procedures for all district personnel to use in responding to emergency situations and to ensure that district personnel will be prepared to respond to any disaster or emergency in an orderly and effective manner.
- To provide the school sites with guidelines for developing supplementary site specific plans.
- To provide guidelines for each school site to use in providing emergency response training to all employees and students.
- To provide each school site with guidelines for the equipment and supplies to have available prior to a disaster.

Site Specific Disaster Plan

The principal of each school or his/her designee will maintain a site specific School Disaster Plan based on the District Disaster Plan (SEMS). The staff of each school must be familiar with the emergency response procedures. All staff members will be trained to meet emergencies and to provide students with the instruction and practice they need in order to respond appropriately during emergencies and disasters. Each school site will use the Incident Command System (ICS) when responding to an emergency.

More than likely, the principal/designee will activate the School's Emergency or Crisis Plan in a major disaster or when an emergency exists or threatens to exist that may impact the safety and well-being of students, employees and surrounding community. When the Emergency Crisis Plan is activated, staff will follow an Incident Command System (ICS). ICS is an organizational structure used by all emergency responders in the State of California when responding to an incident.

ICS ensures centralized direction and coordination. Under ICS, one person (the Incident Commander) is in charge of the emergency at the school site. The Incident Commander has full



authority to command and direct resources. The principal/designee is typically the Incident Commander.

Depending on the nature and scope of the emergency, the principal/designee may appoint Section Chiefs to oversee the four other functions: Planning, Operations, Logistics and Finance and Administration. If the situation warrants, the principal/designee can perform any or all five functions.

Each school site principal shall make the staff assignments according to the five SEMS functions.

Section Responsibilities

Incident Commander

The Management/Command Section is responsible for overall policy, direction and coordination of the emergency response effort during the incident. This Command Section is also responsible for interacting with responding agencies.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community.
2. Activate emergency plan and Incident Command System.
3. Establish an Incident Command Post.
4. Develop and communicate a plan of action.
5. Provide district with site specific status report.
6. Authorize any release of public information.
7. Release teachers as appropriate.
8. Declare end of emergency-initiate recovery if appropriate.
9. Remain in charge of your campus until redirected/released by superintendent of schools or relieved by fire or law enforcement incident commander.

Operations Section

The Operations Section is responsible for coordinating all operations ~~is~~ in support of the emergency response and implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search and Rescue
4. Coordinate Campus Check and Security
5. Coordinate Medical Aid
6. Coordinate Student Care



7. Coordinate Student Release
8. Coordinate Mental Health Counseling
9. Make sure teams have enough supplies
10. Reassign staff as needed
11. Schedule breaks and back-ups for staff
12. Coordinate mental health response activities

Planning/Intelligence Section

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the future.

Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports
4. Manage and update status board

Logistics Section

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Responsibilities:

1. Open disaster container
2. Distribute supplies, kits, etc.
3. Set-up various staging area (s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance
5. Determine whether additional equipment, supplies, or personnel is needed
6. Make arrangements for transport of supplies and lodging of personnel

Finance and Administration Section

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.



4. Purchase needed items.
5. Document all activities.

Each School Site Disaster Plan must include the following:

- An evacuation route map
- A disaster map showing the location of disaster supplies, student checkout station, first aid area, morgue, emergency toilet area, gas/water/electric shut off and alternate student pick-up locations.
- Current employee assignments during a disaster (search and rescue teams, first aid teams, command center coordinators).
- Student and employee accounting system and forms
- Student checkout procedure



SECTION 3: PREPAREDNESS EFFORTS

Emergency Preparedness

Emergency preparedness at schools starts with school staff emergency preparedness at home. To ensure school staff are able to adequately respond to an emergency, disaster, or event, the following personal preparedness measures should be taken:

1. Create a 72-hour emergency supply kit for the home.
2. Create an emergency car/office kit.
3. Develop a plan to reunite with family members.
4. Pack emergency supplies in the trunk of your car including:
 - Warm clothing
 - Non-perishable food and water.
 - Needed medication and first aid supplies.
 - Personal hygiene supplies.
 - Never let your car become too low on fuel.

In the classroom at the start of each school year teachers should:

1. Remove all heavy items stored on top of cabinets.
2. Lock wheels on movable cabinets.
3. Place student desks away from glass and file cabinets as much as possible.
4. Make certain that file cabinet doors are aimed away from students.
5. Post the emergency evacuation map on your door so that a substitute can find it easily.
6. Post the name of your partner teacher and his/her room number on your door.
7. Walk your emergency exit route. Note overhangs, electrical wires, and other hazards that must be avoided during an evacuation.

Disaster Service Workers

Section 3100 of the California Government Code states that public employees are disaster service workers who are subject to the disaster service activities assigned to them by their superiors or by law. The term *public employee* includes all personnel employed by State of California, county, city agencies, and public districts. AADUSD employees are designated as disaster service workers. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. A local emergency has been proclaimed.
2. A State of Emergency has been proclaimed.
3. A Federal disaster declaration has been made.

District Responsibilities



In case of a declared emergency by the superintendent during school hours, all students will be required to remain at school or an alternate safe site under the supervision of the school principal or other school staff assigned by the principal or designee. Students will not be permitted to leave the school site until:

1. Regular dismissal time and only if it is considered safe to do so.
2. An adult authorized by the parent or legal guardian whose name appears on the Student Emergency Information Card arrives to pick up the student.

Parent/Guardian Responsibilities

Parents and legal guardians of students will be provided with a Student Emergency Information Card each year. In case of a declared emergency, students will be released only to persons designated on this card. Parents/guardians are responsible for ensuring that information on the Student Emergency Information Card is current at all times.

Parents/guardians are asked to share with the schools the responsibility of informing students what they should do in case of an emergency, disaster, or event. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

It is critical that students do not have directions from parents/guardians that are contrary to the District's stated policy on retention at school and authorized release in case of a severe emergency.

Routine and Emergency Disaster Drills

Each school site is responsible for conducting routine earthquake and fire drills. The principal or designee shall keep a record of each drill conducted.

Evacuation: Exiting a facility as directly and safely as possible. Evacuation is appropriate when conditions inside a structure pose a threat to the health and safety of building occupants and leaving the facility is safer than remaining inside. Evacuation should occur through the closest exit way, but depending on the circumstances, an alternate or secondary evacuation route may need to be used.

Shelter-in-Place: To take immediate shelter where you are. When sheltering in place, the facility or structure where you are located will provide protection from the elements outside (debris, chemical release, etc). A multitude of hazards can require sheltering in place, but in general, sheltering-in-place is appropriate when conditions outside are unsafe and a higher degree of protection is available inside.

Lockdown: Is a temporary sheltering technique used to limit exposure of building occupants to an imminent hazard or threat. When "Locking down" building; occupants will shelter inside a room and prevent access from the outside.



Earthquake Drills

Protective measures to be taken before, during, and after an earthquake must include a program to ensure that the students and the certificated and classified staff are aware of, and have properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

The earthquake emergency procedure system shall, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.
2. A drop procedure which means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools. The principal or designee shall keep a copy of each drill conducted.

Standards for a Successful Earthquake drill:

1. All staff and students can hear the earthquake alarm.
2. Immediately after the earthquake alarm sounds, all staff and students shall perform the **Drop, Cover, and Stay** procedure.
3. Evacuation shall occur when directed by the principal or designee.
4. Teachers and students will gather in an orderly fashion in pre-designated evacuation areas.
5. Teachers will take roll once in the evacuation area. Any missing students will be immediately reported to the principal or designee.
6. Upon sounding the all clear, students and staff will return to their appropriate classroom.

Fire Drills

The principal or designee shall hold a fire drill at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

The following standards must be met to ensure a successful fire drill:

1. The fire alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students will gather in an orderly fashion in pre-designated evacuation areas away from fire lanes.
4. Teachers will take roll once in the evacuation area. Any missing students will be immediately reported to the principal or designee.



5. Upon sounding the all clear, students and staff will return to their appropriate classroom.

Lockdown Drills

Each school site is responsible for conducting routine lockdown drills. The principal or designee shall keep a record of each drill conducted. **The Middle and High Schools should conduct an annual drill, which should take no longer than 40 minutes. Elementary Schools should conduct drills every other year.**

There are a number of steps that are recommended for lockdown exercises:

- Locking Doors
- Covering Windows
- Turning off lights
- Building barricades
- Reviewing classroom and all clear procedures
- Reviewing off site evacuation locations

Disaster Shelters

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and (ARC) or local government representatives, and should be planned and arranged for in advance.

Closing of schools

Before school has begun for the day:

If one or all schools cannot open due to hazardous road conditions or other factors, the district superintendent will declare a school closure for one or all schools. Employees will be notified by telephone. The superintendent or designee will notify local radio stations to announce the school closing. If conditions allow, district office personnel, custodians, maintenance personnel, and school secretaries will report to work.

Once school has begun:

School will not close early once the school day has begun. Once school has started for the day, each student will remain at school until the regular dismissal hour or until the student is checked-out by an adult listed on the emergency card. During inclement weather, the site principal or designee will remain on campus until all bus runs have been completed and all students have been picked up from school.

The coordinator of transportation will immediately notify the principal and superintendent if road conditions necessitate the return of students to school.



In the event of an earthquake or other disaster that prevents parents and other designated adults from picking up students, students will remain at school. The district will maintain food and other supplies needed for an extended stay.

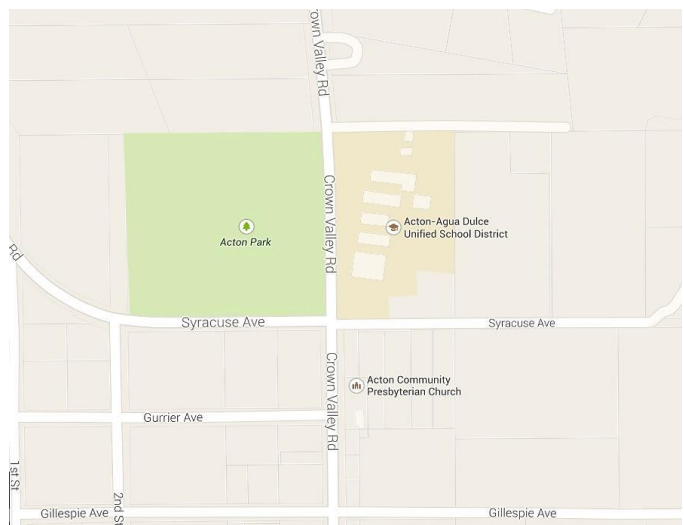
School Evacuation

If an individual school must be evacuated due to flooding, fire, or destruction of facilities, students will be evacuated by school bus or other means to another district school site. In this event, the superintendent or designee will notify parents through local radio stations of the evacuation relocation site and will coordinate the evacuation with the principals.

Primary Off-Site Evacuation/Assembly Location:

Acton-Agua Dulce School District Office
32248 Crown Valley Rd., Acton, CA 93510

Point of Contact: Larry King 661-269-0750





SECTION 4: EMERGENCY RESPONSE ROLES

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school nurse, the 911 Dispatcher, local fire department or police department, as appropriate.

Superintendent of schools will:

1. Ensure that each school principal, the transportation department, the maintenance and custodial department, and the cafeteria department are trained in the use of the disaster plan.
2. Set up an Emergency Operations Center (at the district level) or an Incident Command Post (at the field or school site level) when an emergency crisis occurs.
3. Direct the district level personnel during a disaster including:
 - Transportation Coordinator
 - Cafeteria Manager
 - Maintenance Operations Supervisor
4. Arrange for the assessment of damage to the district after a disaster.
5. Set up a specific plan of action for the repair and reopening of the district's facilities and transportation network.
6. Serve as the spokesperson for the district to the media after a disaster.
7. The superintendent or her/his designee will provide each new principal to the district with a copy of the Disaster Preparedness Plan.
8. The superintendent will direct all principals to become familiar with the plan and to assure that teachers, other staff and students are trained annually in the implementation of the plan.

Transportation Coordinator will:

1. Provide training for all bus drivers on the District Disaster Plan (SEMS).
2. Coordinate the transportation of students home or to designated evacuation sites.
3. Be responsible for the emergency communications system that using the school bus radios and district base station.
4. In a disaster, assign at least one bus to each school site to provide communication when phone service is not available.
5. Locate alternative pick-up points if main access is not feasible.

School Principal will:

1. Ensure that all site personnel are familiar with the procedures in the District Disaster Plan (SEMS).
2. Provide information to parents annually about the guidelines and procedures of the disaster plan as well as the parents' responsibilities under the plan.



3. Work in Conjunction with the Transportation Coordinator, Food Services Coordinator, Maintenance and Custodial Coordinator to maintain coordinate disaster preparedness efforts at the school site.
4. Conduct fire, earthquake and lock down drills as required by law.
5. Prepare a school disaster map indicating safe areas to set up first aid care temporary toilet facilities, food and water dispersal, disaster supply storage area, search and rescue areas, and communication center.
6. Coordinate the implementation of the District Disaster Plan (SEMS) in an actual event.
7. Designate a person who will assist in a disaster situation in his/her absence.
8. Work in coordination with the Red Cross if the school is designated an evacuation center.
9. Wait for direction from the superintendent before reoccupying buildings.
10. The principal or designee will review the inventory of the schools' emergency preparedness equipment and supplies and arrange to have food, water and other supplies replaced as needed.
11. The principal will develop a plan for employee assignments during an earthquake including:
 - Search and Rescue Team
 - First Aid Station Team
 - Check-out station Coordinators
 - Command Station Coordinators
12. The principal will inform parents of the procedures for checking out students after a disaster.
13. The principal will coordinate all emergency response efforts through the command center during a simulated or actual earthquake including:
 - Coordinate the search and rescue process.
 - Confirm the total evacuation of the building.
 - Confirm the shut off of gas and electricity when necessary.
14. Wait for direction from the superintendent before reoccupying buildings.
15. Remain on duty until dismissed by the superintendent.

District Nurse will:

1. Train personnel at each school site to implement the first aid station at the school during a drill or actual disaster.
2. Be responsible for recommending and ordering sufficient supplies of first aid materials, their upkeep and availability at each school and department facility.
3. Remain on duty in a disaster until dismissed by the superintendent.

School Secretary will:

1. Provide for the safety of essential school records and take the emergency cards with her/him during an evacuation.
2. Take all medications and medication book with her/him to evacuation site.
3. Supervise the checking out of children to parents.
4. Remain on duty until dismissed by the principal.



Food Services Manager will:

1. Be responsible for the opening of the district food preparation center when and if a school is designated as a disaster center. She will assist the Red Cross or other designated officials.
2. Direct and account for the use of cafeteria stock, water supply, hours of operation, and personnel used whenever feeding becomes necessary during a disaster.
3. Organize and maintain a plan of action for the food service personnel and facilities and keep the district superintendent informed about the plan and the personnel needed.
4. Remain on duty during a disaster until dismissed by the superintendent.

Maintenance and Custodial Personnel will:

1. Be familiar with and responsible for the use of emergency equipment, the handling of supplies, and the safe use of available utilities.
2. Know and follow the district and individual school disaster plans.
3. Know the location of main shut-off valves for gas, water, and electricity and take preventative measures to minimize hazards that may result from broken or "down" lines or fire.
4. Take any steps necessary to conserve usable water supplies.
5. Be familiar with the school plant and report damage to the school principal, his/her designee, or the superintendent.
6. Direct and assist in fire-fighting activities until regular fire-fighting personnel take over.
7. Direct and assist in rescue operations as requested.
8. Help to distribute supplies and equipment as requested.

Bus Drivers will:

1. If on the road, report by radio to the transportation department.
2. Return children to school if there is radio contact.
3. Supervise and care for the students on his/her bus stops when a disaster occurs.
4. Provide first aid for students in his/her care.
5. Stay with the children until further instructions are received from the Director of Transportation.
6. Report to the transportation coordinator as soon as possible.
7. Assist in emergency efforts at the school site if directed by the transportation activities or site principal.

Teachers and Staff will:

1. Become familiar with the District Disaster Plan (SEMS).
2. Provide annual instruction to students in the drills and procedures of the Disaster Plan.
3. Maintain a current roll sheet for each class; check roll during each drill and actual disaster; report any missing students to command center.
4. Supervise students during drills and actual disasters.
5. Carry out other duties assigned by the principal or designee.
6. Teachers will provide classroom instruction on the school's earthquake disaster preparedness procedures before the end of October.



7. Teachers will be responsible for students during a disaster. They will orient the student's periodically on disaster drill procedure and will conduct disaster drills. Teachers should remain with their students unless they are assigned to other specific duties. Teachers will keep roll books in their possession during drills and alerts.
8. All school district employees will remain on campus and carry out their assignments until officially dismissed by the superintendent or principal.

SECTION 5: ROUTINE and EMERGENCY RESPONSE PROCEDURES

The Basic Plan



The basic plan addresses the Acton / Agua Dulce Unified School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), state mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Acton / Agua Dulce Unified School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Los Angeles County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC)
- Provide for interface and coordination between sites and the County of city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.
- Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.



Lockdown Levels:

Level 1 Lockdown (Alert)

Monitor main office entrance, visitors and students leaving or arriving to campus. Students might not be aware that the campus has been locked down. Such a scenario could be triggered by a nearby arrest or search warrant being conducted.

Level 2 Lockdown (Caution)

In addition to level 1, students and staff are to stay in classrooms with unsupervised movement on campus prohibited. A pursuit ending near a campus could warrant a level 2.

Level 3 Lockdown (Emergency)

In addition to levels 1 and 2, all entrances and exits will be locked; preventing anyone from leaving or arriving to campus. Also, mandates that students and teachers stay in locked classrooms; lying on the floor with the lights off. Furniture would be used to block entrances and aid in additional protection for everyone inside.

- Any employee or community member may request a campus lock down, but the decision to call for a lock down will be made by the principal, superintendent, or designee.
- The principal or designee will see that all teachers and other staff are notified of the need for a campus lock down and of the level of the lock (Level I or II) as soon as the decision has been made.
- As soon as possible after an emergency lock down has been called for, the principal or designee will inform all employees either in writing or verbally of the reasons for the need of a lock down.
- Parents and other community members who ask for the reason for the lock down either in person or by phone will be given the reason as specifically as possible under the given circumstances. Names of any student or parents involved (e.g. custody conflicts) will not be given to maintain confidentiality.
- Teacher discretion will be used in the amount of information given to students based on the age and maturity of the students. Teachers will provide students with information in a calm and reassuring manner.

Violent Critical Incident (including active shooter, other acts of violence)

Active shooter situations are unpredictable and evolve quickly. Staff members have a very limited amount of time in which to commit to a course of action. Staff should remain calm and immediately assess both the situation and surrounding environment and then respond to the situation based upon their training.

Quickly determine the most reasonable way to protect your own life. Remember that students, volunteers and other staff are likely to follow your lead during an active shooter situation. Ensure that any person in your care is accounted for. The following response of the Los Angeles County Sheriff's Department of the Run, Hide and Fight model will be combined with the training



principles of A.L.I.C.E. to effectively maximize the odds of survival within a terrorist environment. The addition of A.L.I.C.E. (Alert, Lockdown, Inform, Counter (Fight) and Evacuate) enhances the mindset of alertness and options for those who are on campus or in the office during an unexpected incident.

“A.L.I.C.E”

ALERT - Alert is your first notification of danger. It is when you first become aware of the threat. (Call 911) Being aware of your surroundings and identifying noises that can be construed as fireworks, others that appear to be running away from an area.

LOCKDOWN – The purpose of Lockdown is to secure in place, and prepare to evacuate or counter, if needed. (Enhanced room strategies) Using rope, belts, zip ties to secure the door handle or hinge. When safe to do so, build a barricade that will block the entrances and exits with chairs and / or furniture. Lay tables down horizontally with top of table facing you. Best defense practices are utilizing the content within the room that have the ability to shield someone from gunfire, using desks (hard surfaces facing you) and thick books placed directly in front of vital areas of the body (I.E. Front of your face or upper torso).

Spread out within the room, use large objects to hide behind, lay flat on floor out of the intruder’s sight.

Discuss and practice beforehand; be prepared to respond immediately. Remember, better preparation equals a better outcome.

INFORM – The purpose of Inform is to continue to communicate the intruder’s location in real time. Expand the initial alert by other means of delivery methods (I.E. verbal, phone, PA system, two way radios and mobile technology). When reporting the incident to 911 operators, if possible relay the location, number of intruders, a physical description, types of weapons and potential victims at the location.

COUNTER – The purpose of counter is to interrupt the intruder and make it difficult or impossible to aim or target others. This is a “Last Resort” strategy: by interrupting the thought process through confusion or disorientating the intruder’s ability to stay focused, forcing different decisions and possibly a delay in further action. Counter is age appropriate (I.E. high school age), should the decision to engage the armed intruder is necessary (Distract / Control). Staff should identify possible weapons within the room as an attack could be imminent during the incident.

EVACUATE – The purpose of evacuate is to remove yourself from the danger zone when it is safe to do so. Put as much distance between you and the armed intruder; those closest to the intruder are most in danger. Always take the advantage of any opportunity to evacuate. Consider a direction or area within which the intruder will most likely not be firing toward.



How to react when law enforcement arrives

- Remain calm
- Put down any items in your hands (I.E. bags, jacket, weapons)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward law enforcement officers
- Avoid pointing, screaming and / or yelling
- Do not stop to ask officer for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

The first officer to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises. Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

HOSTAGE SITUATION

Staff and Students should sit quietly if they are in this situation. Try to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The Intruder may perceive himself/herself as being sane.

If the intruder speaks to you or to your students answer him or her. Do not provoke him or her. Don't try to take matter into your own hands. Students should be told not to whisper to on-another, laugh or to make fun of the Intruder. Remember, the intruder is disturbed and possibly mentally ill, and more than likely paranoid. Whispering or laughter may be perceived by the intruder as being directed at him or her.

Students should be taught to respond by themselves when threatened. Incidents can occur which leave no time for signals. If students are outside and unable to find access to a room, they should, depending on the situation, initiate Action: take a protected cover position or run in a zigzag fashion to the staging areas and STAY CALM.



If and when possible; Call 9-1-1

AED USE & TRAINING

As of July 1, 2019, at least one AED (Automated External Defibrillator) is available at each school site. These AEDs will be accessible at athletic events and during school hours.

All staff, including coaches, will be trained on the use of AEDs.

AIR POLLUTION/SMOKE FROM AREA FIRES

Superintendent's Responsibilities:

1. When air pollution or smoke has reached a level necessitating the restriction of physical activities during the school day, the warnings and "all clear" will be communicated by the district superintendent or her/his designee to the affected schools.
2. The superintendent or her/his designee will monitor air pollution information for the area through the Southern California Air Quality Management District.

Principal's Responsibilities:

1. The principal will apprise the superintendent of any special local condition such as a forest fire.
2. The principal at affected schools will then immediately alert all employees and students to the air pollution levels.

Declared Stage 1 Air Pollution Episode

1. The principal or designee will notify staff and teachers of the existence of a stage 1 episode.
2. Teachers and staff will stop all competitive and running activities upon notification of stage 1 air pollution.
3. Coaches and teachers will postpone all scheduled games to a later date.
4. Coaches and Teachers and other staff members who supervise students with special health problems including asthma, will instruct students to follow precautions recommended by their physicians in refraining from all vigorous or strenuous activities until otherwise noted.

Declared Stage 2 Air Pollution Episode

1. Principal will implement the guidelines given for Stage 1 Air Pollution.
2. The principal will inform the teachers and staff to immediately cancel all outdoor physical activity.

Declared Stage 3 Air Pollution Episode

1. Continue actions taken in Stages 1 and 2.
2. Take additional protective measures deemed necessary.

BOMB THREAT



Bomb threats may come via different mediums, e.g., telephonic, written, email, etc. To effectively respond to any bomb threat, there are precautionary steps that need to be taken. They are:

- Understand your school emergency plan.
- Have pre-established notification procedures.
- Know where to evacuate students if directed to evacuate.
- Be familiar with the facilities know what belongs and what doesn't belong.
- Refrain from using any electronic, cellular or radio devices.

The Threat

1. The person receiving the message of a bomb threat by phone should try to maintain contact with the caller and ask for the location of the bomb, the time it is expected to detonate, the reason for the bomb, etc. (See Appendix B Bomb Threat Report Form)
2. The person receiving the bomb threat must immediately notify:
 - The Principal
 - The Superintendent
 - The Sheriff's Department
 - The Fire Department

Evacuation:

1. The principal or designee will determine, in consultation with law enforcement officials, whether to immediately move students and personnel to a safe area and wait for the arrival of law enforcement officials.
2. Generally, students will be safer in the classroom and should not be evacuated except under extraordinary circumstances.
3. If evacuation is advisable, use the established fire drill routes avoiding any specific area jeopardized by the bomb threat.
4. The principal or designee will inform teachers of the reason for the evacuation.
5. Each teacher will take a current roll sheet to the evacuation location. The teacher will check roll and immediately report to the command center, the names of any students not accounted for.
6. After an evacuation, the principal will direct that the building or area be secured to prevent re-entry.
7. Whenever possible, water, gas and fuel lines leading to the danger zone should be shut off.

Conducting the Search:

1. All searches will be conducted only by the appropriate agency (Fire Department or Sheriff's Department)
2. Report, but do not touch any suspicious objects.

BIO-TERRORISM / CHEMICAL / HAZARDOUS MATERIAL INCIDENTS



When any act or accident involving chemicals and/or other hazardous materials might endanger the school population, the following actions will be taken:

1. **Shelter.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or Public Safety Responders.
2. **Shut.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
3. **Listen.** Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Superintendent's Responsibilities:

1. The superintendent or her/his designee will monitor the emergency communication system and immediately notify the principals at affected schools in the event of a chemical spill on the roads or railway system within the vicinity of district schools.
2. The superintendent will contact the Sheriff and the Highway Patrol to determine whether an evacuation of students and staff from a school is advised.
3. In the event that an evacuation is required, the superintendent will coordinate the evacuation by doing the following:
 - Contact the Transportation Coordinator to arrange for bus transportation.
 - Contact a neighboring district if additional bus transportation is required.
 - Determine the safest evacuation relocation site. (Another district school or a school in another district will be considered.)
 - Contact the principal of the schools to be evacuated to communicate the evacuation plan.
 - Contact the local radio stations to alert parents to the evacuation relocation site

Additional Steps for Teachers and Staff:

1. Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
2. Close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. air conditioners and heating systems bring outside air in.
3. Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

EARTHQUAKE

Earthquake Procedures Indoors



When an earthquake occurs, the following actions shall be taken inside the school buildings and in individual classrooms:

1. The teacher or designee shall implement the Drop, Cover, and Hold action. Each student shall:
 - **Drop** to the ground. For those students who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
 - **Cover** under or near desks, tables, or chairs in a kneeling position with their backs to the windows.
 - **Hold** on to table or chair legs.
 - **Stay** in the drop position until ground movement ends.
2. Assess the situation.
 - Severe structural damage
 - Fire
 - Toxic spill
 - Student injuries. (Render first aid if necessary)
3. Evacuate the classroom if necessary and proceed to the evacuation assembly area.
4. The teacher will check roll, report any missing students, and remain with the class unless given an alternative assignment.

Earthquake Procedures Outdoors

When an earthquake occurs, the following actions shall be taken if teachers and students are outside on school grounds:

1. Move away from overhead hazards such as power lines, trees, and buildings.
2. Drop to the ground in the kneeling position and cover the back of your neck with hands.
3. Do not enter any buildings until safe to do so.
4. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.
5. Once the earthquake has stopped, proceed to evacuation assembly area.
6. The teacher will check roll, report any missing students, and remain with the class unless given an alternative assignment.

EXPLOSION

The following actions will be taken in the event of an explosion:

Principal's Responsibilities:

1. Investigate and sound the fire alarm if appropriate.
2. Call 911 and report the situation.
3. Notify the school district superintendent or other appropriate school official.



4. Notify utility companies of any break or suspected break in lines that might present an additional hazard.
5. Students and staff must not return to classrooms until the fire department officials declare the area safe.

Teacher's Responsibilities:

1. The "Drop & Cover" command will be given immediately in the event of an explosion at or near the school. If the explosion occurs within the building or threatens the building, the teachers will evacuate students from the building.
2. Follow the guidelines provided in Appendix D which must be posted in each classroom.

FIRE

As a part of the district fire prevention and safety plan, each employee is directed to ensure that the following regulations and guidelines are followed at all times:

Flammable and combustible liquids: All flammable liquid must be stored only in original containers with appropriate warnings visible. All flammable liquids must be stored in fire resistant closets or containers.

Exits and entrances and passages clear: furniture or other items must never block doors, hallways, and passages. Please make certain that students store their backpacks, jackets, books, etc. off of the floor. Keep cardboard and other flammable materials away from exits. Make certain that students know of any alternative exits in case of fire or other disaster.

Fire Extinguishers: Make certain that you and students know the location of the nearest fire extinguishers. Read the instructions for the extinguishers nearest you. Ask for assistance if the instructions are not clear to you. Remember that a fire is best extinguished at its base so aim the extinguisher hose at the lowest origin of the fire and sweep from side to side.

Drop and Roll: Review with the students that the worst thing to do if their clothing catches on fire is to run. They should "stop, drop, roll, and call for help." To help someone whose clothing is on fire, use a blanket, jacket, or other available material. Starting at the head of the victim, drag the blanket toward the feet, moving the flame away from the face.

Electrical outlets and cords: Frequently inspect all electrical cords in your classroom or work area. Remove any damaged cords. Make certain that cords do not cross any exit, entrance, or passageway. Do not overload electrical outlets.

Report safety problems: Report any safety problems immediately to the principal. Follow up the verbal report with a written on a maintenance request.

Principal's Responsibilities:



1. The principal will assure that all teachers and instructional aides are familiar with basic fire and safety practices.
2. An evacuation map will be updated and distributed before the first day of instruction each school year.
3. The assembly area must be at least twenty-five feet from a building.
4. All students, personnel, volunteers, and visitors will be required to leave the building regardless of the activities in which they are engaged.
5. The principal will confirm the evacuation of all students and personnel.
6. The principal will investigate the origin of the alarm in the event that it was not set off at his/her direction.

Teacher's Responsibilities:

1. The teacher will supervise the exit of the group and make certain that it is done in an orderly manner and that all students leave the room together.
2. The teacher will instruct students to use alternative exits in the event of a blocked exit.
3. The teacher will check roll, report any missing students to the principal, and remain with the class unless given an alternative assignment.
4. Students in shops or labs will turn off motors, torches, gas and water outlets, etc. in accordance with the teacher's prearranged plan.
5. Windows should be left as they are, but doors must be closed.

Secretaries Responsibilities:

1. The school secretary will close files and remove a copy of the disaster plan and emergency cards for all students in the school.
2. She/he will record the date, time and quality of the drill, and will forward the record to the principal for signature.

FLOOD

Flash floods are to be expected in the desert region of the school district. In the event that flooding is likely, the following precautions will be taken:

Superintendent's Responsibilities:

1. The superintendent will maintain contact with the transportation coordinator to determine whether it is safe for the buses to pick up or deliver students during heavy rains. If it is determined that students cannot safely be transported by bus or cannot safely meet the bus, the superintendent will determine a safe course of action which may include one of the following:
 - Determine that school will not open for the day.
 - Determine that students will be kept at school if school has begun.



- Determine that students will be evacuated to an alternative school site where parents will pick them up. In this event, the superintendent will contact the principals of each school and local radio stations with this information.

Principal's Responsibilities:

1. The principal will monitor the safety of the area in and around the school. If he/she determines that it is unsafe for students to enter and exit as usual, the principal will determine a safe course of action which may include one of the following:
 - Provide additional supervision for arrival and/or dismissal of students.
 - Postpone dismissal until a safe alternative plan can be developed.
 - Contact the superintendent and request the evacuation of students by bus to another district school.

WIND STORMS

High winds are experienced often in the school district's geographical area. Principals and teachers should take the following precautions:

Moderately High Winds:

1. Call for indoor recess and breaks if:
 - Blowing sand or debris might injure students and supervisors.
 - The wind is strong enough to make the use of playground equipment unsafe.
 - The wind is strong enough to students lose their balance.
 - Danger of tree branches breaking.

Severely High Winds:

1. Seat students away from glass.
2. Cancel outdoor activities.
3. Monitor weather forecasts and emergency radio channels.

SUICIDE PREVENTION/RESPONSE PLAN

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- Listen** to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
- Observe** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.



- Ask** whether the person is really thinking about suicide. If the answer is “YES,” ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- Get Help** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- Stay** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- Don't** leave the person alone for even a minute.
- Don't** act shocked or be sworn to secrecy.
- Don't** underestimate or brush aside a suicide threat (“You won't really do it; you're not the type”), or to shock or challenge the person (“Go ahead. Do it”). The person may already feel rejected and unnoticed, and you should not add to the burden.
- Don't** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- Don't** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Suicide Emergency Response Plan

School Counselor / Administration / Security Protocol

1. In all incidents of suicidal behavior, the counselor and / or principal should be involved. If applicable, the school nurse and security personnel should be involved also.
2. With all mid-level and high level incidents, parent contact should be made. The principal and counselor will determine if parent contact should be made with low-level cases as they continue to closely monitor the situation.
3. In all cases, maintain thorough documentation of the incident and the responses.
4. With all mid-level risk students, a parent should come to school, talk to the school counselor, and pick-up the student. As part of sharing information and concern with the



- parent, the counselor/principal should recommend that parent take the student as soon as possible to have a professional assessment done.
5. With high-level risk students, declare a medical emergency. If applicable call 911 immediately. A high-risk student should be discharged to the parent or transported by county or ambulance services, in cases where the parent is unavailable. While discussing the situation to the parent(s), recommendation to them that safe transport should be used (i.e. police, ambulance) when transporting a student to an assessment. If the parent(s) decline, document it and always have a witness.
 6. In the event that the parent(s) does not follow through with the official assessment when warranted, a complaint should be reported to the Los Angeles County Department of Children and Family Services.

Spectrum of Suicidal Behavior Levels

Low Acute Risk: Low-level involves thoughts and ideations. The student has fleeting reactions to depression and stress with a specific stressor, but has good coping skills.

Moderate Acute Risk: Mid-level risk involves ideations and gestures. The student may threaten with weapon in hand, but make no actual attempt. The student has high stress and low coping skills and lack of supports.

High Acute Risk: High-level risk involves para-suicide, suicide attempts or completions. The student attempts at a low level of lethality (para-suicide) or attempts at a moderate to high level of lethality or completes, resulting in death.

Suicide Risk Threat Assessment Procedure

1. Staff members refer students to Counselor and/or Psychologist for risk assessment if a student expresses suicidal ideation or intent. A risk assessment may also be requested if student displays any warning signs or risk factors.
2. School Psychologist or Counselor conducts a suicide risk assessment and develops a suicide risk formulation.
 - a. **Low Acute Risk Intervention Plan**
 - i. Support personnel will increase contact with identified student
 - ii. Provide resources (outside agencies and hotlines)
 - iii. Support personnel will determine if parent contact should be made
 - iv. If necessary, increase parent monitoring of student safety
 - v. When applicable, collaborate with staff to reduce student stressors
 - b. **Moderate Acute Risk Intervention Plan**
 - i. Support personnel will increase contact with identified student
 - ii. Consider hospitalization (may include contacting the Psychiatric Mobile Response Teams for an emergency level risk assessment, PMRT may decide



that hospitalization is required in which case parent will be notified and the student will be transported by county or ambulance services)

- iii. Develop safety plan
- iv. Provided crisis contact information to student and parent(s)
- v. Conduct conference with student and parent(s)
- vi. When applicable, collaborate with staff to reduce student stressors

c. High Acute Risk Intervention Plan

- i. PMRT will be contacted for an emergency level risk assessment, if PMRT decides hospitalization is required parents will be notified and student will be transported by county or ambulance services)
- ii. Team meets to identify current needs and adjust interventions accordingly

Suicide Attempt on Campus

- 1. Treat attempted suicide as a medical emergency and call 911 immediately. The law enforcement officer who responds will follow regulations authorized by their department.
- 2. Notify the administration or his / her designee.
- 3. Student's personal belongings must be searched for possible weapons and or contraband; relating to the attempted suicide.
- 4. Talk to witnesses, see if they are willing to share and complete an incident statement.
- 5. Counselors, Psychologist, and support personnel will be available to provide support. A plan will be developed to provide continuous support.

Suicide on Campus

- 1. Designate a person to secure the area until the arrival of security personnel and / or law enforcement.
- 2. Activate the School Emergency Response Plan
 - * Designated staff should report to the entrances and exits of the building, parking lots, etc.
 - * All other members of the Crisis Management Team should begin their duties.
 - * Notify principal and / or designee.
- 3. The principal or designee will dispatch the appropriate members of the District Crisis Team to the scene.
- 4. Counselors, Psychologist, and support personnel will be available to provide support. A plan will be developed to provide continuous support.
- 5. Furnish law enforcement and / or medical examiner the names, addresses and phone numbers of the parents / guardians or the nearest relative.
- 6. If needed, contact the Los Angeles County Department of Mental Health to provide back-up counseling assistance.
- 7. Media inquiries should be directed to the District Office.
- 8. Gather information about siblings and other relatives and the school they attend. Update any affected principals and relay any pertinent parent information.



Suicide Post-vention Strategies

1. Do not allow peer counseling.
2. Do not have mass meetings or assemblies of students after the suicide.
3. Do not have a memorial program at school or do anything that might glamorize or romanticize suicide which can lead to copy-cat incidents.
4. Do not make announcements of the suicide over the intercom.
5. Schedule a faculty meeting as soon as possible after the suicide occurs to ensure that all teachers and staff are informed of the facts surrounding the incident.
6. Advise the faculty and staff of media procedures.
7. Discuss with teachers the need for them to set a tone of caring and listening, yet business as usual.
8. Continue class schedules with as little change as possible.
9. School counselors and teachers should provide limited factual information about the suicide to students.
10. Identify at-risk students for counselors to see:
 - * Friends of the deceased
 - * Relatives of the deceased
 - * Students who appear to feel guilty (recent argument with deceased)
 - * Students who knew about suicide plan and kept it a secret or did not take person seriously.
 - * Any student who has a personal history of suicidal attempts or threats.
 - * Any student who identified with the deceased's situation.
11. Encourage students to remain at school throughout the school day.
12. If a student leaves early, notify the parent/guardian of the situation at school and the need to monitor the student's emotional state.
13. Contact the parent/guardian of any student who appears to be experiencing difficulty coping with the situation.
14. Designated staff members will monitor the campus, particularly any secluded areas.
15. As time passes, be cognizant of anniversaries and holidays that might induce stress.

Suicide Threat Procedures

1. Send another teacher or student to contact the school counselor or administrator immediately.
2. Remain calm, and stay with the student. Keep in mind that the student may be overwhelmed, confused, as well as ambivalent.
3. Get vital information if possible, such as name, address, home phone number, and parent/guardian work number.
4. Clear other students from the scene. Direct them to another classroom or area.
5. Assure the student that he/she has done the right thing by talking to you. Assure the student that help is coming. Tell the student that there are options available.



6. A parent/guardian must be contacted immediately.

Do Not:

1. Do not minimize the student's threat. Take it seriously.
2. Do not leave the student.
3. Do not lose patience with the student. Allow for silence. Give the student time to talk.
4. Do not argue with the student about whether suicide is right or wrong.
5. Do not promise confidentiality. Tell the student that you are required by state law to report the situation to the parent/guardian. Also, tell the student that help is available and that you are going to state the process for getting help.

Illness

Illness is likely to occur on school campuses and other places with high touch surfaces and large population. Staff and students are expected to stay home when experiencing symptoms of the flu or other sickness. If on campus, vomiting, high grade fever, dizziness, and shortness of breath are examples of symptoms that a student or staff member should report immediately. The district nurse will track information, as needed in accordance with department of public health guidelines. Common practices to stop the spread of germs that should be observed by all students and staff include but is not limited to: wash hands thoroughly, cover your mouth when you cough or sneeze, limit distance and close contact with others, and avoid sharing items.

SECTION 6: REPORTING POLICIES AND PROCEDURES

CHILD ABUSE REPORTING PROCEDURES

Duty to Report

In conformance with the requirements of the Penal Code, any district employee who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been a victim of child abuse shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The



reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on his or her training and experience, to suspect child abuse.

Definitions

1. "Child Abuse" includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person.
 - b. Sexual abuse of a child.
 - c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition.
 - e. Neglect of a child or abuse in out-of-home care.

2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, and those instructional aides or other classified employees trained in child abuse reporting.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

4. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing of these forms.



If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. If a mandated reporter fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.
3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

Contact Information

1. Los Angeles County Department of Children and Family Services (DCFS) at (800)540-4000 (24 hours per day-7 days per week).
2. Los Angeles County Sheriff's Department (Palmdale Station) phone # Non-Emergency (661) 272-2400.

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf
<http://DCFS.Co.Ca.us>

CHILD ABUSE TRAINING REQUIREMENT

- All district employees must annually complete the Keenan Mandated Reporter Training Course by October 15th of every school year. Employees hired after the October 15th date are required to complete the training course within six weeks of employment.
- This course is fully compliant with California Assembly Bill 1432 and is available online through Keenan SafeSchools, the firm's online training and tracking system designed specifically for education agency employees.



- The Keenan SafeSchools learning management system will generate the required reports for proof of completion. Employees should retain a copy of the training certificate and provide a copy to their principal/site-administrator.
- The online training course is available at <http://www.keenan.com/abusepreventioncenter>

SEXUAL HARASSMENT (Board Policy 4119.11 (A))

Personnel

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons, who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

- (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.
 - (cf. 4131 - Staff Development)
 - (cf. 4231 - Staff Development)
 - (cf. 4331 - Staff Development)
2. Publicizing and disseminating the district's sexual harassment policy to staff.
 - (cf. 4112.9/4212.9/4312.9 - Employee Notifications)
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent

A supervisor, principal or other district administrator who receives a harassment complaint shall



promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

- (cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, ~~up~~ *not limited* to and including dismissal.

BULLYING POLICY

The district recognizes the harmful effects that discrimination, harassment, intimidation, and bullying have on student learning, and school attendance and works to provide a safe school environment that protect students from physical and emotional harm. The Superintendent will establish student safety as a high priority and will not tolerate the discrimination, harassment, intimidation, or bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of AADUSD.

The State of California defines bullying as:

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Types of Bullying

There are three types of bullying:



- **Verbal bullying** is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures

Note: Pursuant to Education Code 32261 48900 and 48900.2-48900.4, the definition of "bullying" for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act. AB 746 (Ch. 72, Statutes of 2011) amended Education Code 32261 AB 1732 (Ch. 157, Statutes of 2012) amended Education Code 48900 to expand the definition of bullying committed by means of an electronic act to include posting of messages on social media networks; see AR 5144.1 - Suspension and Expulsion/Due Process Involuntary Transfer Back to the District of Residence/Due Process.

In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages).

Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).



Cyber bullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. Cyber bullying 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. Cyber bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation a post on a social network Internet Web site, including not limited to posting to or creating a burn page, creating a credible impersonation of another actual pupil, or creating a false profile.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, County 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, AADUSD and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive and collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of AADUSD and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying. AADUSD will provide students with instruction, in the classroom or other educational settings, that promote 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 will 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 or/and where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

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

School members who witness an act of discrimination, harassment, intimidation, and bullying shall take immediate steps to immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) As appropriate, the superintendent or designee will notify the



parents/guardians of victims and perpetrators. The superintendent or designee also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigations

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 AR 5145.7 – Sexual Harassment.

When a student is reported to be engaging in an act of discrimination, harassment, intimidation, or bullying off campus, the superintendent or designee will investigate and document the activity and will 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 cyber bullying, 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 cyber bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in an act of discrimination, harassment, intimidation, or 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 or action, which may include suspension or involuntary transfer back to the district of residence, in accordance with AADUSD policies and regulations.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyber bullying against other students or staff, or to threaten AADUSD property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyber bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyber 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 or action in accordance with AADUSD policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the superintendent or designee also may file a complaint with the internet site or service to have the material removed.

HATE CRIME REPORTING PROCEDURES



Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by race group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse, insults, offensive graffiti or letters.

Reporting procedures

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the principal or designee. The principal or designee shall notify law enforcement if it is determined that a hate-motivated crime occurred.
3. The superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.
 - Attire unsafe for appropriate participation in school-related activities (PE, laboratory experiences, etc.)
 - No extremely baggy pants (pants must fit at the hip and no underwear showing)
 - Clothing may be fitted but not skin tight
 - No bandanas

For further description and details of other violations of Ed. Code, please refer to the Student/Parent Handbook.



APPENDIX A: EMERGENCY PHONE NUMBERS

- | | |
|--|----------------|
| 1. LASD PALMDALE..... | (661) 272-2400 |
| 2. CHP LANCASTER..... | (661) 948-8541 |
| 3. POISON CONTROL HOTLINE..... | (800) 222-1222 |
| 4. LA COUNTY DISASTER HOTLINE..... | (800) 980-4990 |
| 5. AMERICAN RED CROSS..... | (661) 267-0650 |
| 6. PALMDALE REGIONAL MEDICAL CENTER..... | (661) 382-5000 |
| 7. SOUTHERN CALIFORNIA EDISON..... | (800) 611-1911 |
| 8. SUBURBAN PROPANE..... | (661) 942-5117 |
| 9. LOS ANGELES COUNTY WATERWORKS..... | (877) 637-3661 |



APPENDIX B: BOMB THREAT REPORT FORM

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information: _____



Homeland Security



APPENDIX C: CHILD ABUSE REPORT FORM

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE					
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL			
OFFICIAL CONTACTED - TITLE					TELEPHONE ()					
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE			
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME					
	<input type="checkbox"/> IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES	VICTIMS / SIBLINGS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____		3. _____							
	2. _____		4. _____							
	NAME (LAST, FIRST, MIDDLE)					BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
	NAME (LAST, FIRST, MIDDLE)					BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)					BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()			
OTHER RELEVANT INFORMATION										
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party



DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian



APPENDIX D: AADUSD EMERGENCY INFORMATION FOR PARENTS

Dear Parent,

In accordance with Board of Trustee policy and California laws, each school in the district has developed specific plans in preparation for a possible emergency or disaster. The purpose is to prepare as much as possible in advance for the safety and welfare of your child. Please review the information below and discuss it with your child.

The school will do the following as a part of the district emergency preparedness plan:

1. Regularly scheduled fire and earthquake drills will be conducted at schools.
2. Review emergency or disaster preparations in the classroom.
3. In the event of an emergency, School will not close early once the school day has begun. Students will never be sent home early from school. Once school has started for the day, each student will remain at school until the regular dismissal hour or until the student is checked-out by an adult listed on the emergency card.
4. Should your child need to be evacuated from school, he/she will be taken to the nearest safe location available. Students will be relocated to another district school if possible. You will be able to receive information about this location by listening to one of the Emergency Broadcast Stations:

LANCASTER	PALMDALE	LOS ANGELES	SANTA CLARITA
KAVL 610 AM	KTPL 103.1 FM	KFI 640 AM	KBET 1220 AM

5. School buses will deliver students to school if the buses are in route when an earthquake or other emergency begins. Children will be instructed to continue on their way to school if they are already going to school.
6. Children will be instructed to continue on their way home if they are already going home.
7. If road conditions prevent school buses from continuing their routes home, students will be returned to school, and parents should come to school to pick up their child.
8. Only adults listed on a student's emergency card May sign-out the student from school. They will be asked for identification before the student is released.
9. When parents arrive to pick-up their child from school, they should go to the office. If students have been evacuated from the building, and depending on the emergency; go first to the school office. After you present identification, you will proceed to the sign-out station.



You will need to sign your child out. Your child will be brought to the “Sign-Out Station” to meet you.

10. Teachers and other employee as well as previously identified volunteers will be available to assist on campus.
11. If at all possible, walk to the school. Roads will be blocked with emergency traffic.
12. If you have any questions about the emergency procedures, please contact the school.

Student Check-Out

After an earthquake or other disaster, students may be evacuated to the field or other safe location. Parents are asked not to park on the access road so that this street may be reserved for emergency response vehicles.

In the event of an earthquake or other disaster, a calm organized release of students to their parents is very important. Please cooperate with the following procedures:

1. Parents must report to the Report-In-Gate. You will give your children’s names and the teachers’ names.
2. You will then go to the Check-Out-Gate. Your child will be brought here while you sign the child out. You may be asked to show picture identification at this time. You will be asked to indicate your destination in case other family members come for the child and need to know where the child has been taken.
3. Only parents or others listed on the child’s emergency card may check a child out anytime including during a disaster. Please keep all emergency information current..

School Evacuation

If it should ever be necessary to evacuate students from the school, notice of the relocation site will be posted on the school gate and/or broadcast on the radio stations given below. If possible, another district school will be used as the relocation site.

School Closing for Inclement Weather

When weather or other conditions prevent school buses from running, the schools will likely close. Normally, the decision to close school is made by 6:00 a.m. If you question whether school will be open on a particular day, please tune in to one of the following stations to listen for school closings:

LANCASTER	PALMDALE	LOS ANGELES	SANTA CLARITA
KAVL 610 AM	KTPL 103.1 FM	KFI 640 AM	KBET 1220 AM



APPENDIX E: EARTHQUAKE PREPAREDNESS TEACHERS' GUIDELINES

When you feel a quake give students the command to **“Drop, Cover, and Stay”** and do so yourself immediately. Begin **“Quake Chatter”** and continue it. Stay covered until the initial shaking is over.

1. Quake Chatter:

- Even older students will be calmer if the teacher stays calm and continues to talk during and immediately after the shaking.
- In a controlled, firm voice, state that we are having an earthquake. Keep holding on. The shaking will stop in a minute.
- Continue “quake chatter” throughout the shaking and after.
- When the shaking is over, ask: “Is everyone all right? Please check yourself and each other. Is anyone hurt?”
- If possible, have students return to their seats before evacuating.
- Remove these guidelines from the wall and review them if possible.

2. Assess the Situation:

- Is there severe structural damage?
- Fire?
- Toxic spill?
- If your door is jammed, look for an alternate way out including windows.
- If necessary, break a window. Call for help by shouting and or blowing your whistle.

3. Assess Injuries:

- The teacher makes a quick assessment of injuries to students (triage).
- Unless there is fire, severe damage to structure or a hazardous materials spill, the teacher uses first aid for critical injuries.

4. Decision to Evacuate:

- The teacher makes the decision to stay put, evacuate, or delayed evacuation based on his/her evaluation of the situation.
- The teacher takes a quick look at the evacuation route from the classroom to be sure that it appears clear and safe. Can you exit? Should you exit?
- Decide to evacuate students as soon as this can be done, safely and calmly.

5. Evacuation:

- Get your disaster backpack and especially your roll sheet.
- If the situation allows, have students get their coats/sweaters.
- When you feel you have control, explain to the students: “We are going to calmly leave the building and go to our usual line up place. Be sure to stay away from overhangs, electrical wires, and buildings as much as possible.”



- Assist students to exit in a quick and orderly fashion. If some students cannot be moved, get the rest out first.
- Have classroom leaders lead students to the usual meeting point. Be careful to avoid overhangs, electrical wires, buildings, trees, etc.
- Be alert for aftershocks. Give the “drop, cover, hold” command if an aftershock occurs.

Mark your door for the search and rescue team: Apply the Green / Red laminated card to the outside classroom door, exposing the desired color visibly outward, which denote the current situation for that particular room or building.

TEACHER CLASSROOM EVACUATION DOOR MARKINGS

SITUATION	MARK
Class is out of the room. No one is present.	Green
Class is out but Immediate rescue needed for 2 people	Red
Class is out but Delayed rescue is needed for 1 person with non-life threatening injury.	Red
Search and rescue team has entered room and search is in progress.	Remove Card
Search and rescue team has completed search and exited. All is clear	Green

6. Assembly Area:

- Seat students once you arrive at your line up point in preparation for aftershocks.
- Locate your partner teacher if possible.
- Check rolls and notes any missing students on your roll and the reporting sheet. If your partner teacher is missing, note this also.
- Turn in reporting sheet. Give the form to person collecting them or see that it gets to the command center.
- Try to stay calm at least on the outside. Children suffer greatly from seeing adults out of control. Talk to your students; assure them.

7. Assigned duties:

- Many teachers will be assigned to specific duties such as Search and Rescue Teams, First Aid Teams, or Check-Out Station.
- If you’re assigned a duty, turn your class over to person assigned to supervise them as soon as you can and report to your first assigned duty.



- If person is unavailable; locate someone else to supervise your class so that you can begin your assigned duty.

8. Injured Students:

- Check all students and give first aid if needed. Be alert to students who begin to hyperventilate or go into shock.
- Have another teacher supervise your class while you escort a student to the first aid station if more than minor first aid is needed. Review where the first aid station is to be set up on the disaster map for your campus.

9. Student Check-Out:

- Students must be checked-out through the check-out station.
- Students may only be checked-out to a person listed on the emergency card.
- When a student is called for by a messenger, parent or other person for check-out, note the time, date and person you turned the student over to. Note this information on your roll sheet.

10. Toilet Facilities:

- Students may be allowed to go the designated outdoor toilet area once the facilities are set up. (See the Disaster Map for your campus).

11. Civil Service Workers: All school employees will become Civil Service Workers in the event of a disaster

- Employees may leave campus only when officially dismissed by the principal, superintendent, or designee from duty.
- At the dismissal time, the employee will sign out at the Communication Center and indicate his/her destination. In the event a family member contacts the school asking about the employee's whereabouts, your destination upon leaving the school will be provided to the family member.



APPENDIX F: SEARCH AND RESCUE TEAM GUIDELINES

1. Go to the disaster supply container location to get your search and rescue backpack. Then go immediately to your assigned area and meet with other members of your team.
2. Determine if the building is safe to enter. It is not safe to enter a building if:
 - It is off of its foundation
 - The ceiling is collapsed
 - Wall or walls are collapsed
3. If building is unsafe to enter:
 - Try to determine if there are any occupants by calling out.
 - Notify the command center if the building is not safe to enter.
 - Notify the command center if there are occupants who cannot be rescued.
 - If there are occupants and you cannot enter, follow through to make certain help is provided as quickly as possible.
4. Feel the door for heat before you enter a building:
 - Do not enter if the door is hot indicating the building is on fire.
 - Use fire extinguishers if appropriate.
 - Notify the command center immediately of fire. Give room number or location of the fire. Follow through to make certain this urgent situation receives immediate attention.
5. Do not enter a building alone:
 - Wait for one or more of your search and rescue team or another available person to join you.
6. Mark the door before you enter:
 - Remove the laminated card to indicate that the search and rescue team has entered.
 - Attach the laminated card red side outward on the door indicating if there are people waiting for rescue.

SEARCH AND RESCUE DOOR MARKINGS



SITUATION	MARK
Class is out of the room. No one is present.	Green
Class is out but Immediate rescue needed for 2 people	Red
Class is out but Delayed rescue is needed for 1 person with non-life threatening injury.	Red
Search and rescue team has entered room and search is in progress.	Remove Card
Search and rescue team has completed search and exited. All is clear	Green

1. Search the room:

- Enter the room with your partner and say loudly, “Is anyone in here? Come to me now.”
- Do a “right wall, left wall” search with your partner. Use a rope to widen your search
- Use triage procedures to classify any victims located.
- Take persons needing treatment to the first aid station. Get a stretcher(s) from the disaster supply container to transport persons who cannot or should not transport themselves. Return stretcher to the disaster supply container or a pre designated area in when you no longer need it.
- After completing search and rescue in a room, place the green side (Facing outward) on the door to indicate the room has been searched and cleared.
- Proceed to your next location until all rooms have been searched.

2. Notify to the command center when all rooms in your area(s) have been searched. Proceed to your next assignment.

Note: Use of judgment is essential during search and rescue. Not every dangerous situation is covered by the guidelines and procedures listed here. In situations for which no guidance has been provided, or when guidance furnished is not appropriate, the search and rescue teams must rely on their collective experience and judgment.



APPENDIX G: TRIAGE GUIDELINES

Immediate Classification

These students get priority medical care and transportation to an advanced care facility. These victims are critically injured, life threatened, but salvable. They will die within one hour or less without further treatment and require immediate field intervention to survive.

1. After assignment to the immediate classification, the students are then further divided into two additional groups. The two sub groups are the immediately life threatened, and the potentially life threatened.
2. Injury patterns seen in this group include:
 - Head injuries with decreasing level of consciousness:
 - Airway/chest injuries with associated cardio reparatory or respiratory compromise:
 - Shock associated with hemorrhage:
 - Blunt or penetrating abdominal trauma;
 - Life threatening fractures such as femur, pelvic, etc.
 - Third degree burns over 25% BSA (body surface area) but under 50% BSA, excluding facial involvement.
3. Medical problems assigned to the immediate classification include:
 - Chest pain not associated with blunt trauma:
 - Suspected hypo/hyperglycemia:
 - Unconscious without associated trauma:
 - Obstetrical problems:
 - Seizures with or without trauma:
 - Hysterics requiring isolation from others:
 - Hypothermia

Delayed Classification

Anyone in this classification is considered to be a lower priority victim. Since this is a two-tiered system, the “delayed” group is a catchall for any victims other than those who are life-threatened or with salvable injuries. Therefore, the injuries seen in this classification include:

1. Serious injuries, non-life-threatening, including:
 - Fractures with distal pulse
 - Serious lacerations requiring repair
 - Third-degree burns less than 25% BSA
 - Second-degree burns of any percentage
 - Injuries to the eye
 - Spinal cord injuries



Delayed Classification (continued)

2. Minor injuries requiring first aid treatment only and the non-injured. This group can be transported to an ambulatory holding or evacuation center. They do not need to tie up hospital facilities.
3. The dead at scene. These are sent to a common morgue area.
4. Critically injured, seriously life-threatened, non-salvable patients.



APPENDIX H: SAFETY PLAN ANNUAL GOALS

Acton / Agua Dulce Unified School District
SAFETY PLAN ANNUAL GOAL ASSESSMENT
2017-2018

- Goal 1: 100% of the staff will continue to implement the district’s student behavior and dress codes to reduce the amount of Referrals to the office.
- Strategy 1.1 Teachers and staff will and discuss strategies and best practices for student behavior through a restorative justice lens.
- Strategy 1.2 Student involvement; guided by staff members to further implement behavior code.
- Baseline Data 1.1 Referrals within school year.
- Assessment 1.1 Number of teachers and staff members.
- Assessment 1.2 Number of students using coping/conflict strategies.
- Assessment 1.3 Student referral rate.
- Assessment Data 1.1 Completed year end data in comparison with the prior two school years.
- Goal 2: Improve student safety during ingress and egress of all school sites.
- Goal 3: Bolster Active Shooter procedures at all school sites through direct articulation with LASD and LAFD.

APPENDIX I: COVID-19 Pandemic



Beginning in March of 2020, the COVID-19 Pandemic affected the standard operation of many sectors including schools and districts. In response, AADUSD has implemented the following policies and protocols.

1. All protocol and policy meets the California Department of Public Health, and Los Angeles County Department of Public Health guidelines, and may reference best practices by the Centers for Disease Control and Prevention.
2. Hand sanitization at multiple places throughout a site and campus.
3. 6 foot markers to promote social distancing.
4. Face-masks required.
5. Screening of all employees, students and visitors for symptoms, and thermometer for temperature checks.
 - a. Screening includes any school affiliated activity, such as athletic conditioning whether on campus or off campus and outside of regular business hours.
6. Signs throughout campus describing hand washing guidelines.
7. Daily sanitization by custodial of high touch surfaces and rooms/offices being used by staff.
8. Staff and students showing up to campus with symptoms are required to go home.
9. Stable cohorting of no more than 12 students and 2 adults for any group of students on campus, including athletic conditioning

As the pandemic continues, policies and procedures may be modified to meet federal, state, and local guidelines.

More information from Los Angeles County of Public Health can be found at:

<http://publichealth.lacounty.gov/media/Coronavirus/>

More information from California Department of Public Health can be found at:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Guidance.aspx>

More information from Centers for Disease Control and Prevention can be found at:

<https://www.cdc.gov/coronavirus/2019-ncov/communication/guidance-list.html>

APPENDIX J: ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT SCHOOL SITES



Site Name: District Office

Location: 32248 Crown Valley Road
Acton, CA 93510

Phone: 661-269-0750

Point of Contact: Larry King, Superintendent

Yolanda McCauley, Secretary

Site Description:

- Student population during school hours; approximately 30
- Number of faculty during school hours; approximately 5
- School hours are from 8:40am – 3:05pm (Regular Schedule)

Site Name: Meadowlark Elementary

Location: 3015 W. Sacramento Street
Acton, CA 93510

Phone: 661-269-8140

Point of Contact: Paula Saavedra, Principal

Hillary Mulligan, Secretary

Site Description:

- Student population during school hours; approximately 290
- Number of faculty during school hours; approximately 50
- School hours are from 8:30am- 2:55pm (Regular Schedule)

School Sites (continued)



Site Name: High Desert Middle School

Location: 3620 Antelope Woods Road
Acton, CA 91390

Phone: 661-269-0310

Point of Contact: David Kubela, Principal

Samantha McConnell, Secretary

Site Description:

- Student population during school hours; approximately 285
- Number of faculty during school hours; approximately 20
- School hours are from 7:50am- 2:05pm (Regular Schedule)

Site Name: Vasquez High School

Location: 33630 Red Rover Mine Road
Acton, CA 93510

Phone: 661-269-0451

Point of Contact: Matthew Brockway, Principal

Sue Segale, Secretary

Site Description:

- Student population during school hours; approximately 350
- Number of faculty during school hours; approximately 34
- School hours are from 7:40am- 2:40pm (Regular Schedule)