

COMPREHENSIVE SCHOOL SAFETY PLAN

March 2018 Update v4.3

Acton Agua Dulce Unified School District
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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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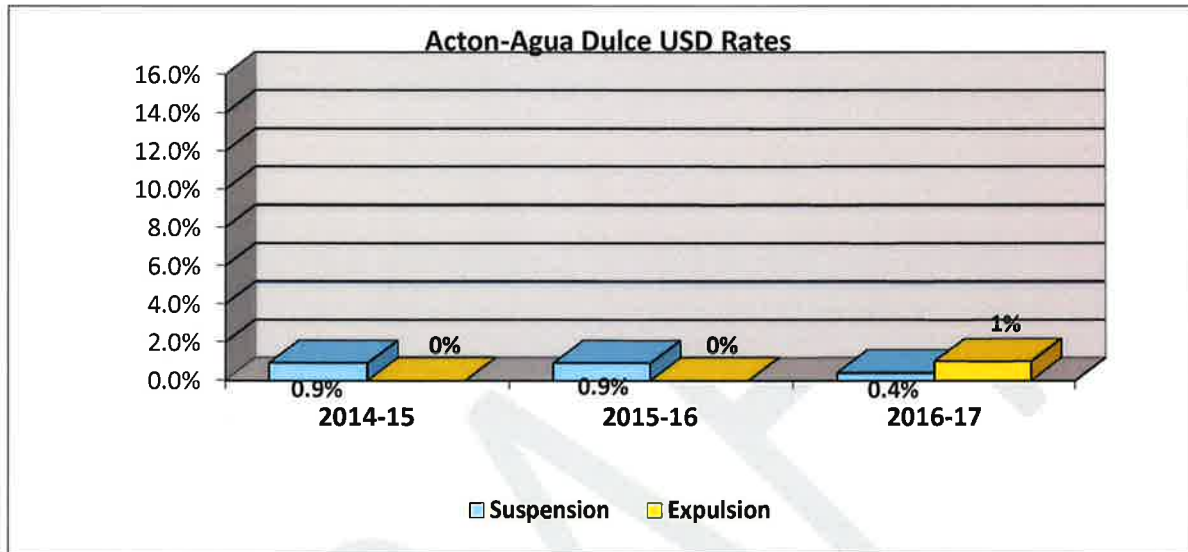
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SECTION 1: DISTRICT ASSESSMENT

SUSPENSION AND EXPULSION ASSESSMENT

Suspension and Expulsion Rates



Analysis of Suspension and Expulsion Rates

Suspension rate and the district expulsion rate have declined steadily in recent years. Expulsion rates across the district have diminished through the use of alternative placement as an option for students and parents.

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

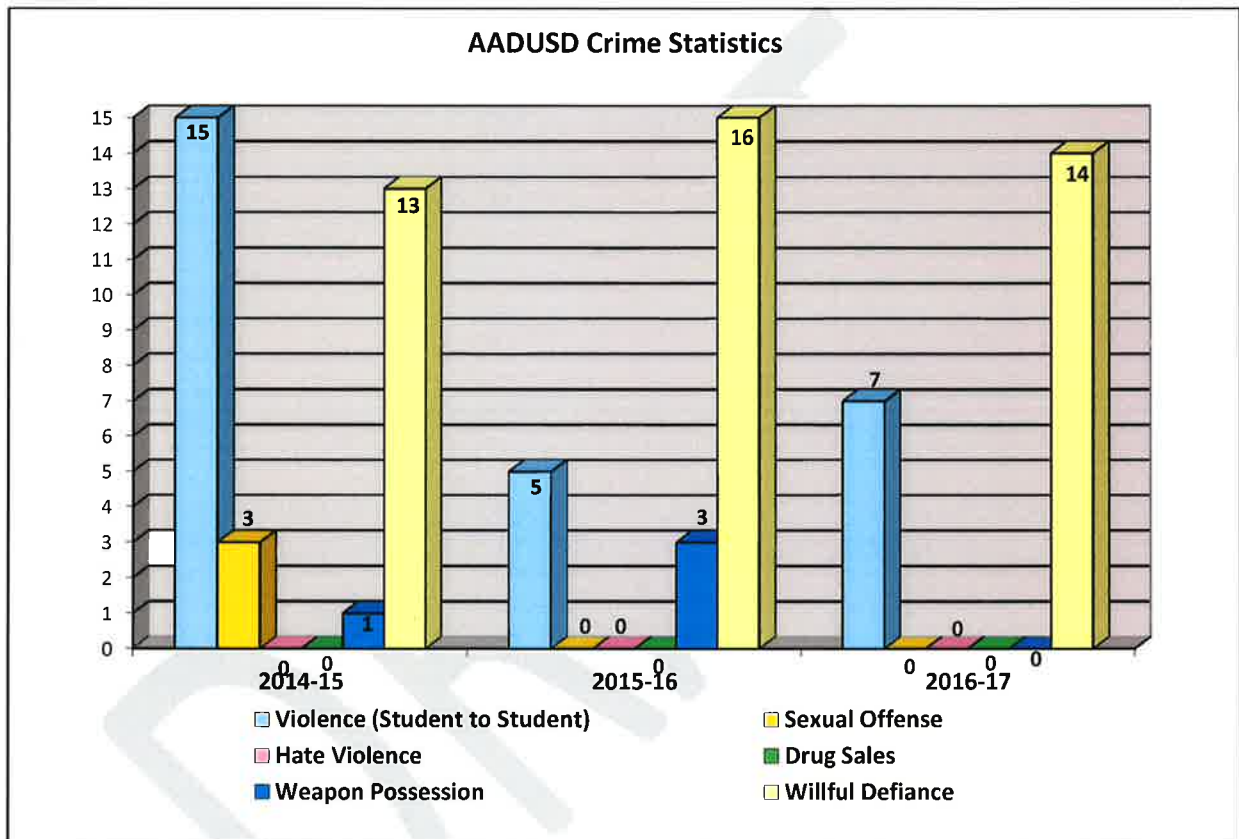
Crime Statistics

The following numbers represent significant offenses over the past three years; the majority of criminal acts are represented by this list. The list is derived from a roster of the principals' recommendation for expulsions; however, all students represented on this for the 2016-2017



school years chose alternative placement in lieu of expulsion. For the purpose of this report, the data retrieved from pre-expulsion records should more than suffice due to the fairly rigid protocols in recommending a student for expulsion.

Please take note that all incidents are recorded in this chart regardless of the outcome of the pre-expulsion meeting (i.e., the superintendent ultimately chooses to expel, dismiss, etc.) as the concern here is with the occurrence of the offense rather than the disposition of the discipline.



Analysis of AERIES Discipline Statistics

Analysis of the above statistics indicates several trends. First, the number of expulsion recommendations for “violence” has decreased significantly. A reduction of recommendations for expulsion in this category reflects both administrative and campus security efforts to implement proactive programs and safety expectations that generate an atmosphere of compromise and communication. Our alternative placement option in lieu of expulsion has certainly contributed to the reduction in 48900 violations.

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.

Acton-Agua Dulce USD Board Policy BP 5131 (A)

Student Conduct

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)

ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT DRESS CODE

All pupils who go to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school or shall be required to prepare themselves for the school room before entering. Ed Code 48906, CCR Title 5, Section 302

All students shall be required to show proper attention to personal cleanliness, neatness and standards of dress and appearance. At VHS this is interpreted to mean that a student's appearance or dress detracts from the general instructional atmosphere or creates a disturbance or is in violation of the state dress code of health and decency, he/she is inappropriately dressed or groomed. Violators will be given alternate apparel to wear and parents will be contacted; repeated offenders will receive additional consequences including detentions, loss of privileges, and/or Saturday school.

- Any clothing that allows for bare midriff is in violation of the dress code. Halter tops, strapless tops, and tops that show the midriff are not permitted.
- Undergarments may not be exposed or visible through clothing at any time.
- State law requires that footwear be worn at all times.
- Clothing, jewelry, paraphernalia or materials which are obscene, sexually explicit or which depict or suggest sexually-related or obscene gestures, pictures or text that promotes violence; the use/abuse of drugs, tobacco, or alcohol may not be worn or carried on campus.
- Symbols on clothing, possessions or body that represent gangs, racist groups, and/or groups on campus not officially sanctioned by the school are not allowed.
- Hats depicting the above mentioned inappropriate symbols, etc. are not allowed on campus, but inoffensive hats may be worn any way the student wishes (it is the teacher's discretion as to the wearing of hats in the classroom).
- Hoods may not be worn on head during class time. They must remain off the head any time a student is in class.
- Blankets/sheets may not be brought to school.



Specific examples of inappropriate dress:

- Transparent clothing. (Underwear should not be visible.)
- Bare midriffs
- Belts with ends hanging down, outsized safety pins, chains, etc.
- Attire unsafe for appropriate participation in school-related activities (PE, laboratory experiences, etc.).
- Extremely baggy pants (pants must fit at the hip with no underwear showing).
- Clothing may be fitted but not skin tight.
- "Short" shorts as determined by administrator's discretion.
- Oversized tank tops (such as basketball jerseys) may be worn if a shirt with sleeves is worn underneath.
- Bandanas
- Pajama bottoms or bedroom slippers.
- Socks may not touch long shorts.
- Any other appearances that are unsafe or that violate common decency as determined by administration

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.



Acton-Agua Dulce Unified School District procedures to notify teachers of dangerous pupils pursuant to California Ed. Code 49079.

California 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

Acton-Agua Dulce Unified School District Procedures for notifying Law Enforcement regarding Narcotic and Assault Suspensions/Expulsions pursuant to California Ed. Code 48902

California Education Code Section 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.

Acton-Agua Dulce Unified School District - 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 (in most cases, not bringing personal property is the best way to protect it).
- 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.

What is SEMS?

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.

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 for 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

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.

The 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.

The 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.

The 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.

The 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.

The 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.

The 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.

The 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.



ACTIVE SHOOTER/ARMED INTRUDER ON CAMPUS

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.

RUN: If there is an accessible escape path, evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- *Evacuate with those in your care and anyone near you*
- Leave your belongings behind
- Prevent anyone from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any public safety officer
- Do not attempt to move wounded people
- Call 911 when you are safe

HIDE: If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired (Closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place, lock the door or barricade the door with heavy furniture.

If an active shooter is nearby, lock the door and silence your cell phone or any source of noise, hide behind large items and remain quiet.

If evacuation and hiding out are not possible remain calm and call 911 (If possible) to alert law enforcement to the active shooter's location. When calling 911 if you can't speak, leave the line



open and allow the dispatcher to listen in. Meanwhile, be aware of your surroundings and if faced with the active shooter, fight or run. While running, move in a zig zag pattern to disrupt the shooter's ability to aim.

FIGHT: As a last resort and only when your life is in imminent danger, attempt to disrupt and / or incapacitate the active shooter by:

- Acting as aggressively as possible toward him or her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

"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 be 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.

ARMED INTRUDER 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 one-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 COVER" position or run in a zigzag fashion to the staging areas and STAY CALM.

If and when possible; Call 9-1-1

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.