



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.

CHEMICAL / HAZARDOUS MATERIAL INCIDENTS

An area accident involving a tank truck or train containing large quantities of toxic (or unknown) agents may call for immediate disaster procedure action. If the accident 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 one 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.



DRAFT



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.

All Clear

The decision to announce "all clear" will be made by the principal in consultation with law enforcement and fire department personnel and the district superintendent.



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

Acton-Agua Dulce USD Board Policy BP 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 of discrimination, harassment, intimidation, and bullying have on student learning, school attendance, wants and desires 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.

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

- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Female
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Male
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds:

- ☐ Animal Noises
- ☐ House Noises
- ☐ Kitchen Noises
- ☐ Street Noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language:

- ☐ Incoherent
- ☐ Message read
- ☐ Taped
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

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	
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	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	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		
	VICTIM'S SIBLINGS		NAME		BIRTHDATE	SEX	ETHNICITY
	VICTIM'S PARENTS/GUARDIANS		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
D. INVOLVED PARTIES	ADDRESS		Street	City	Zip	HOME PHONE ()	
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	HOME PHONE ()	
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	HOME PHONE ()	
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
E. INCIDENT INFORMATION	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.

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

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.



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 office.

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 throughout the school year.

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 6:30 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-threatening, non-salvable patients.

DRAFT



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.



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: Amanda Fischer, Assistant Superintendent

TBD at time of publication, 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: Cassandra Coleman, Director/Principal

Hillary Mulligan, Secretary

Site Description:

- Student population during school hours; approximately 465
- 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: Dr. Giselle Bice, Principal

Samantha McConnell, Secretary

Site Description:

- Student population during school hours; approximately 260
- 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: Ty Devoe, Director/Principal

Sue Segale, Secretary

Site Description:

- Student population during school hours; approximately 390
- Number of faculty during school hours; approximately 34
- School hours are from 7:40am- 2:40pm (Regular Schedule)