



# Noon Duty / Campus Assistant Handbook

A Guide to Safely Supervising Students

## ***Our Mission Statement***

The logo for "The Palmdale Promise" features the word "PROMISE" in large, bold, multi-colored letters (yellow, blue, red, yellow). Below the letters are silhouettes of five diverse figures in various poses, holding up the letters. Above the word "PROMISE" is the text "THE PALMDALE" in small blue letters. Below the silhouettes is a blue banner with the text "La PROMESA de Palmdale" in white.	<p><i>The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.</i></p>
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**Palmdale School District**  
**39139 North 10<sup>th</sup> Street East**  
**Palmdale, CA 93550**  
**661-947-7191**  
[www.palmdalesd.org](http://www.palmdalesd.org)

**ADMINISTRATION**

Dr. Raul Maldonado	Superintendent
Ryan Beardsley	Assistant Superintendent Human Resources
Dr. Donna Campbell	Assistant Superintendent Special Education/Student Services
Dr. Elena Esquer	Assistant Superintendent Educational Services
Dr. Frances Ufondu	Chief Business Officer

**GOVERNING BOARD**

Sharon Vega	School Board President
Anthony Hunt	School Board Clerk
Ralph Velador	School Board Member
Nancy Smith	School Board Member
Sharon Vega	School Board Member

## **IMPORTANT PHONE NUMBERS**

<b>Animal Control</b>	<b>(661) 940-4191</b>
<b>Student Abuse Hot Line</b>	<b>(800) 540-4000</b>
<b>District Office</b>	<b>(661) 947-7191</b>
<b>District Office Emergency Assistance Line</b>	<b>(661) 789-6629</b>
<b>District Office (after hours)</b>	<b>(888) 474-8107</b>
<b>Human Resources</b>	<b>(661) 947-7191</b>
<b>Palmdale Sheriff's Station</b>	<b>(661) 272-2400</b>
<b>Special Education/Student Services</b>	<b>(661) 789-6745</b>
<b>Company Nurse HOTLINE</b> (Reporting Work Injuries)	<b>(877) 695-8127</b>

**YOUR SCHOOL SITE NAME:**\_\_\_\_\_

**SCHOOL SITE ADDRESS:**\_\_\_\_\_

**SCHOOL SITE PHONE NUMBER:**\_\_\_\_\_

**PRINCIPAL:**\_\_\_\_\_ **CELL #**\_\_\_\_\_

**ASSISTANT PRINCIPAL:**\_\_\_\_\_ **CELL#**\_\_\_\_\_

**SCHOOL DEPUTY:**\_\_\_\_\_

## **PURPOSE OF HANDBOOK**

**You are important! Your job is essential!**

Some students are swinging, some are playing tetherball, some are socializing, and others are engaged in a game of chase. Students' ages range and all have different personalities, backgrounds, and abilities (both physical and social).

***Your job – encouraging students to play safely.***

The safety of students in the classroom and on the playground is an important element of the quality of the learning environment. You are part of a team, providing a safe learning environment.

This **Handbook for Noon Duty/Campus Assistants** has been developed to help you succeed in your role for our schools. It contains general duties and resources to assist you in performing your job. All Noon Duty/Campus Assistants are expected to read through and become familiar with this handbook, as well as any other materials pertaining to your school's rules.

## **THE ROLE OF THE NOON DUTY/CAMPUS ASSISTANT**

Effective July 1, 2023, Noon Duty/Campus Assistants are represented by California School Employees Association (CSEA). As such, you should familiarize yourself with the Collective Bargaining Agreement between CSEA Chapter# 296 and the Palmdale School District.

Noon Duty/Campus Assistants play an important role in the educational setting, because of the emphasis on student safety. This position requires understanding, patience, and good judgment. Daily attendance and promptness are essential to any supervision program. The goal of a Noon Duty/Campus Assistant is to provide adult supervision and to encourage students to participate in activities that are wholesome, safe, and orderly. Noon Duty/Campus Assistant assigned to assist in the cafeteria during lunch periods should help students enjoy the meal while conversing with classmates in a pleasant and orderly manner. A positive approach to achieving our objective will support the success of our school program by maintaining a safe learning environment.

## **NOON DUTY/CAMPUS ASSISTANT – JOB DESCRIPTION**

### **STANDARDS OF DRESS**

We are all to serve as role models for students. Please consider the following guidelines when you choose work attire:

- Do not wear revealing garments (bare midriffs, low-cut tops, etc.).
- Watch the length of garments, i.e., avoid skirts or dresses that are more than three inches above the knee. Wear Bermuda shorts and not “short shorts” or “cutoffs.”

- Shoes must be worn at all times. Shoes should protect your feet and have no open toes. Heels should be closed or with a strap. Thongs or backless shoes are prohibited. Colored vests issued by the school must be worn on top of other clothing or over jackets.
- Clothing shall be free of vulgar, obscene, sexually suggestive, or advocate/advertise drugs, alcohol, or tobacco.
- Hats and sun protection are encouraged.

#### **WHILE ON DUTY:**

- Do not eat or drink (water bottles are acceptable).
- Do not talk or text on your cell phone.
- Do not stand together and converse with other Noon Duty/Campus Assistants. If students gather around you, give them a friendly greeting and send them to play.
- Generally, keep your hands-off students.
- Have students address you by your last name or 'Coach' and your name.

### **NOON DUTY/CAMPUS ASSISTANT**

#### **Range # 15**

#### **DEFINITION:**

Under the general supervision of the School Principal or their designee, to provide safe supervision of students in the cafeteria area during meal periods (breakfast/lunch) and while on the playground or other designated areas during non-instructional times before and after school.

#### **EXAMPLE OF DUTIES:**

1. Monitor breakfast/lunch area; assist students with appropriate behavior
2. Assist in cleaning the breakfast/lunch area
3. Monitor playground and campus areas
4. Recognize playground hazards; report hazards to the site administrator
5. Be safety conscious/inspections of work areas; report safety concerns to the site administrator
6. Maintain safety of play areas (i.e., report sharp objects, broken glass, sweep sand off the asphalt, report unsafe play equipment)
7. Maintain order of students; administer consistent, appropriate discipline practices
8. Report inappropriate student behavioral problems to school management
9. Be aware of, implement, and enforce safety standards, and site rules and regulations
10. Other related duties, as assigned.

#### **QUALIFICATIONS:**

##### **Knowledge of:**

1. General knowledge of playground supervision
2. General safety principles
3. Basic communication methods

##### **Ability to:**

1. Understand and follow oral and written directions
2. Establish and maintain effective cooperative working relationships with a diverse population contacted in the course of work
3. Be courteous, neat, and clean
4. Be respectful of others and exercise good judgment; exhibit integrity and resourcefulness
5. Communicate effectively with those contacted in the course of work
6. Work outdoors in all types of weather
7. Understand and enforce playground and school rules
8. Understand and respond appropriately to emergency procedures
9. Understand and conduct verbal conversations in English and other designated languages

### **EXPERIENCE AND EDUCATION:**

Any combination of education and experience that will provide the ability to meet the minimum qualifications and perform the position's essential functions will qualify. Some experience working with school-aged students is highly desirable.

- First aid and CPR certification highly desirable.
- Bilingual proficiency in English and Spanish language is desired.

### **WHAT ARE THE JOB EXPECTATIONS?**

**As a Noon Duty/Campus Assistant, you are expected to:**

- Be consistent daily in holding students to the desired standards or conduct. Always maintain an adult maturity and sense of responsibility when dealing with misbehavior.
- Acquaint yourself with the specific policies and procedures for your assigned school and know the rules of the games students will play there.
- Be alert to stop any unsafe practices that may develop in your designated area. This means there will be very little time for “visiting” with other students or adults during the duty period.
- Circulate among the groups of students in your area to maintain an awareness of what is happening in your designated area.
- Never leave your designated area unsupervised during the duty period. Send a student for another adult, principal, nurse, teacher, or custodian in case of an emergency.
- Check restroom facilities frequently to be sure students do not congregate there.
- Consult with the administrator(s) about any student who habitually disregards rules or who refuses to comply with your requests. A Noon Duty/Campus Assistant does not use physical punishment. In case of a child's violent refusal to obey, send for the assistance of an administrator. Students who seemingly cannot get along with the group may be temporarily segregated from the group.
- Do not become overly familiar with the students.
- When supervising in the cafeteria, the students should be able to consume their meals in an orderly and pleasant atmosphere. Encourage the students to use good table manners, keep their voices down, and conduct themselves appropriately.

- Regularly inspect play equipment in your area and complete inspection reports. Sweep sand off asphalt when a custodian is not immediately available. Report safety hazards to an Administrator immediately.

### **EQUIPMENT FOR THE JOB**

- A whistle - *use sparingly*
- Vinyl or nitrile gloves
- Sterile gauze
- A notepad/pencil
- Behavior Logs
- Comfortable low-heeled/flat shoes, such as athletic shoes, closed-toe/heel (see Dress Standards)
- Hat, sunscreen, UV sunglasses
- Safety vest or some other colorful identifier
- Hand-held radio or other means of communicating
- Brooms available to sweep sand off the asphalt

**Note:** Umbrellas are not appropriate for use during playground supervision.

### **JOB PERFORMANCE EVALUATION**

The administrators at your site will evaluate your performance on the job. The following is the protocol that will be used for your evaluation.

#### **Noon Duty/Campus Assistant – Observation Checklist**

- ✓ Walks around in designated/assigned areas; does not stay in one spot.
- ✓ Knows and applies school rules consistently.
- ✓ Demonstrates good, positive rapport with students, parents, and staff.
- ✓ Addresses students firmly and appropriately (correct vocabulary).
- ✓ Demonstrates appropriate use of the megaphone, two-way radios, and whistle.
- ✓ Dresses appropriately.
- ✓ Demonstrates accurate use of procedures for teacher, administration, or office communication that is not considered excessive.
- ✓ Arrives to work on time and promptly reports needing a substitute.
- ✓ Other comments/observations

### **WHY DO STUDENTS PLAY?**

Play is a child's way of learning. The students are swinging, playing tetherball, or chasing each other; they are learning.

Understanding why students play and why play is essential will help the playground assistant improve the play environment by making it safe, fun, and a quality learning experience.

Good quality play opportunities have a significant impact on student development. The students are learning about their physical abilities and limitations. They are learning social skills, how to get along



with others and teamwork. They are learning decision-making and developing motor skills. They are engaged in fantasy play or make believe. At the same time, the students should be safe and having FUN!

**You are responsible for ALL the students.**

Stay away from small groups of students. You can only supervise some students if a small group has your attention.

Do not let one student take all your attention, even if the student is troublesome or an angel. Remember, act promptly and decisively. Be fair with students and your time allotment to them.

Don't play. Your job is not to entertain. It is to supervise.

Do not visit. Visit with other staff during breaks and when you are not supervising students. You are jeopardizing safety when you are not paying direct attention to students.

Stay in your designated area. Take care of getting drinks and restroom stops before going on duty. Notify your supervisor if you need to leave your designated area so a replacement can be assigned before you leave.

### **YOUR DUTIES AND RESPONSIBILITIES:**

**Visually inspect the equipment and areas of supervision.**

This is especially important after weekends and holidays. After school hours use of playgrounds can result in damaged and vandalized equipment.

- Check equipment for broken pieces, sharp edges, worn parts, etc.
- Check wood equipment for splinters.
- Check that slides are not too hot.
- Check the grounds for large holes, broken glass, and other foreign objects that may injure a child.
- Sweep sand off asphalt regularly and after playground use.
- Do not let students use unsafe equipment!
- Immediately report unsafe equipment or grounds!
- Complete inspection report forms.

**Control student activities and behavior**

- Enforce the playground safety rules the students are to follow.
- Be firm. Use "time out" and 'Best Behavior' techniques for routine discipline.
- Be fair. Students (even very young ones) know about fairness.
- Notify teachers if any of their students have a significant problem.
- Know what is safe and what is not safe.
- Use a child's name if you know it. They will respond better.
- Use the whistle sparingly. Constantly blowing the whistle decreases its effectiveness.
- Use the perimeter of the play area to observe students. Circulate the area.
- Contact the office when an accident occurs. (see Injuries)

## **Conflict Resolution**

- Know the rules.
- Be firm when enforcing the rules.
- Be fair when enforcing the rules. The rules are for all students, not just the troublesome ones.
- Act promptly and decisively. Enforcing a rule that was broken an hour ago is not practical.

## **HAZARD vs. CHALLENGE**

A **student can see a challenge** and recognize the consequences of failure but chooses to attempt. The student can make the decision to try a challenge. A challenge stimulates or excites.

A **hazard** is the unforeseen consequence of a child's inability to handle a challenge. A hazard is a hidden or unexpected source of danger.

Hazards can result from poorly designed equipment features such as inadequate guardrails, equipment installed too close together, and inadequate fall cushioning material under the equipment.

Hazards can also result from poor maintenance. A worn metal slide bed may cut a child. A worn swing chain can break, causing a severe injury.

Hazards can also result from poor supervision. Too many students playing on the same piece of equipment may cause injuries. Students not following playground rules can cause injuries. Students playing on equipment not appropriate for their age may cause injuries.

## **PLAY EQUIPMENT AND PLAY AREA**

*Should not be hazardous and should not have unforeseen consequences.*

Students need to take risks to learn to their full potential. Play equipment must challenge them to take risks without being hazardous.

Students will use equipment and parts of the environment in all possible ways, regardless of the design intentions. Since the idea of play is to explore the potential of the play environment, students will test the equipment beyond the limits of their abilities.

The testing should present a challenge. It teaches new skills. This testing can sometimes put students in situations that compromise their safety. It is your job to guide students away from those unsafe situations.

Report all safety hazards, no matter how minor they may seem. If you can correct a safety hazard, do so. Otherwise, know to whom you should report safety hazards.

## **MOST COMMON CAUSES OF ACCIDENTS:** (climbers, swings, slides)

- Falls from higher levels to lower levels.
- Running into equipment.
- Being hit by moving equipment.
- Getting pinched, stuck, or cut on equipment.

## **SAMPLE PLAYGROUND EQUIPMENT RULES**

(Please check with your supervisor regarding specific rules for your site)

### **MONKEY BARS**

- Hands should not be removed from the bars.
- Do not stand or walk on the top of the bars.
- No leaping or swinging off the bars.
- If the bars are packed, count out loud to 100. The person counted on must give up the bars. No countbacks.

### **HORIZONTAL LADDER**

- One person at a time.
- Travel only in one direction.
- Do not stand, walk, sit, or hang from the top of the ladder.
- One hand must be on the bars at all times.
- Stand clear of the ladder while it is being used.

### **SWINGS**

- One person per swing.
- Both hands on chains at all times.
- Remain seated at all times.
- No side swinging.
- No twisting/twirling swings
- No raising of swings.
- No jumping off of swings.
- Non-swingers must stand at the end of swings clear of the swing area.
- If swings are full, count out loud by counting each forward and backward swing until 50 are counted. Person counted on must give up the swing. No count backs.

### **TETHERBALL**

- New player has choice of side or serve.
- No holding or catching the ball.
- No touching the rope or pole.
- No stepping over the centerline.
- Last person in line judges when rules are broken.

### **WALL BALL**

- No throwing balls at others.
- Last person in line judges when rules are broken.

## **SAMPLE PLAYGROUND RULES**

- Stop playing when the bell rings. Get off equipment, carry balls, and walk directly to your line area.
- No food, eating utensils, straws, cans, etc. are allowed in the play yard.
- No drinks or restrooms after the bell rings.

- Do not play or stand around the restroom area. Enter restroom: attend to your needs, and leave.
- Students are not allowed to walk between or behind classrooms.
- Do not bounce balls against the buildings.
- No flips, cartwheels, etc. are allowed on the yard.
- No jumping from swings is allowed.
- No “Chase and Grab” games.
- Baseball/softball bats and balls are to be used ONLY under direct adult supervision.
- No play fighting, tackling, karate, wrestling, etc.
- No climbing on gates, fences or walls is permitted. If a ball goes over a fence, tell an adult.
- Keep hands, feet, and objects to yourself.
- Do not throw sand, dirt, grass, or rocks.
- Do not run through other students’ games.

# PALMDALE SCHOOL DISTRICT PLAYGROUND INSPECTION CHECKLIST CAMPUS SUPERVISION STAFF

Site: \_\_\_\_\_  
 Name of Inspector: \_\_\_\_\_  
 Date of Inspection: \_\_\_\_\_

The purpose of this report is to document any potential safety hazard on district playgrounds and fields. Playground inspection reports are to be completed weekly for each playground and field. Complete form and work orders as necessary. SIGN AND DATE FORM AND TURN INTO YOUR SITE ADMINISTRATOR.

## GENERAL AREA

## COMMENTS

**S      U      N/A**

___	___	___	Free of trash	_____
___	___	___	No broken glass	_____
___	___	___	Trash receptacles provided	_____
___	___	___	Fences, benches, steps in good condition	_____
___	___	___	Signs and rules are posted	_____
___	___	___	Sprinklers do not spray on surface areas	_____
___	___	___	No insect/animal problems	_____
___	___	___	Drainage is acceptable	_____

## SURFACES

**S      U      N/A**

___	___	___	Even depth provided	_____
___	___	___	Surfacing material has not hardened or deteriorated	_____
___	___	___	Heavy-use areas are properly covered (depth)	_____
___	___	___	No tripping hazards	_____
___	___	___	All concrete anchors/footings are covered	_____

Additional Comments \_\_\_\_\_

**EQUIPMENT****COMMENTS****S      U      N/A**

___	___	___	No rotted or splintering boards	_____
___	___	___	Ladder rungs are not loose or unstable	_____
___	___	___	Welds are intact and free of cracks	_____
___	___	___	Plastic is not cut or cracked	_____
___	___	___	No sharp edges or protrusions	_____
___	___	___	Chains and ropes in good condition	_____
___	___	___	No rusting, bending, or warping parts seen	_____
___	___	___	Railing, treads and handrails in place	_____
___	___	___	Handrails/guardrails smooth	_____
___	___	___	No unstable/loose equipment	_____
___	___	___	No chipping paint	_____
___	___	___	All slides are straight and smooth	_____
___	___	___	Swing swivels, hooks, hangers and chains	_____
			in good condition	_____
___	___	___	All swings are flexible type, not hard metal or wood	_____
___	___	___	Post or pole footings are not exposed, cracked, or loose	_____
___	___	___	Anchoring of equipment not damaged, rotted, or unstable	_____

Additional comments \_\_\_\_\_

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Inspector's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Submit this form to Site Administrator monthly.**

## **CAFETERIA SUPERVISION**

All Noon Duty/Campus Assistants assigned to the cafeteria are responsible for the students after they enter. This includes students in line, students sitting properly, monitoring them as they throw away the trash, and seeing that they only run once they leave the cafeteria. Specific duties are listed below:

- Constantly monitor students at the tables.
- Wipe tables and seats between grade-level eating times.
- Check floors for spills and prevent access to the area until cleaned up.
- Enforce school and specific cafeteria rules.
- Be professional, respectful adults when dealing with students.
- Reward proper behavior. (Check with your school administrator).
- Notify teachers of any significant problem you may have with a student.
- For serious problems, contact school administrators for assistance.
- Work with a custodian to keep the floor free of spills or accidents.
- Students are responsible for their immediate eating area and placing trash in the proper receptacle.
- Any accidents or injuries must be reported to the office immediately.
- Make sure that tables are clean before leaving.
- DO NOT remove any leftover food from the cafeteria. All food not eaten is to be disposed of in a trash receptacle.
- DO NOT purchase food from the cafeteria while on duty. You may do so after your shift ends according to your site procedures. Cafeteria food should not be consumed unless the employee has purchased it outside of regular work hours.
- DO NOT allow let parents or younger siblings to eat from a student's tray. This goes against the rules of the National School Breakfast and Lunch Act.

## **CAFETERIA RULES: DISTRICT WIDE**

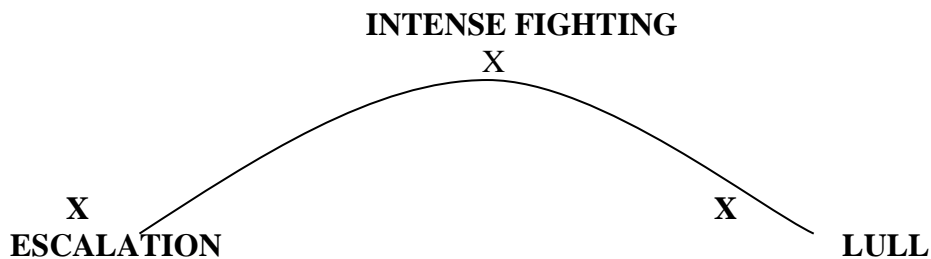
- Enter and leave the cafeteria quietly.
- Talk quietly and courteously.
- Remain seated until finished eating.
- Keep hands, feet and objects to yourself.
- No food throwing is allowed.
- Pick up tray and trash when finished.

## **HOW TO RESPOND TO A SCHOOL FIGHT**

What do you do when a fight occurs in a classroom or on school grounds? Breaking up student fights used to be easy. In the past, all you had to do was demand that the students stop fighting. If that did not work, you waded in and pulled them apart.

If you tried this strategy today, the students would be more likely to turn on you than to stop fighting. Statistics indicate that the number and intensity of student fights have risen dramatically in recent years, as have the number of teachers/supervisors physically harmed while trying to stop them.

There are ways to break up a fight that preserves your safety and student safety. To gain insight into these skills, consider the dynamics of student fights. A fight has three stages: escalation, intense fighting, and the lull. The better you understand each step, the safer and more effective your intervention will be. In general, they follow a predictable pattern that can be visualized as a bell curve:



### **Stage 1: Escalation (30 – 60 seconds)**

#### **Situational Assessment:**

- Establish self-control.  
Before you attempt to control or help break up a fight, you must be calm and in charge of the situation.
- Have patience.  
The incident/crisis will pass. Even if initial interventions are not that successful, don't quickly throw in the towel and become punitive or overreact as a result of what you interpret as a failure of technique.
- Identify signs.  
Accurate identification of combatants' signs will assist you in gearing your intervention to the immediate needs: aggressive provocation (the exchange of taunts and insults); the ceremonial removal of jackets, emptying of pockets, and attempts to square off; increasing muscle tension; and a noticeable change in the combatants' usual behavior or activity.



## **HOW TO RESPOND TO A SCHOOL FIGHT** **(continued)**

### **Intervention Strategies:**

- **Timing**  
You have 30 to 60 seconds to intervene. Moving in too late with too much or too little will diminish effectiveness.
- **Make loud, diverting sounds.**  
The use of a whistle or other warning device can temporarily stop aggressive behavior and refocus the combatants' attention.
- **Use short, clear commands.**  
Sharp words can divert attention away from the confrontation. Use the students' names if you know them: "Frank! John! Back off! Let's talk about this!" One or both combatants may be looking for a face-saving alternative to fighting.
- **Identify the victim.**  
In many fights one student will be the aggressor, the other an unwilling participant. When you issue your commands, the one who looks at you first is most likely the victim. He's looking for help and will comply.
- **Set reasonable and enforceable limits.**  
If students continue to face off, offer them a choice and remind them of consequences that reflect school policy on fighting. "Frank! Jose! Stop hassling each other. I'll take the time right now to talk to each of you. Fighting will only mean suspension!"
- **Follow through with consequences.**  
Students must know that fighting will not be tolerated. If the confrontation does not de-escalate, give consequences at once.

**IMPORTANT:** If no one intervenes, the fight escalates to the second state, where the students fight.

## **STAGE 2: INTENSE FIGHTING (30-60 seconds)**

### **Situational Assessment:**

- **Failed efforts:**  
There will be occasions when your efforts at stage-one intervention fail and the confrontation escalates to physical violence, or when you come upon a fight already in progress.
- **Spontaneous fighting.**  
Sometimes, a fight breaks out without going through the escalation stage. (This happens more often in fights between girls. Because they have fewer role models than boys for combative behavior, girls are less likely to engage in posturing and other stage-one rituals and more likely to proceed directly to intense fighting.)
- **Knowing your students.**  
Consider your relationships with the combatants. If you are confident that they know, like, and respect you, you may be able to intervene safely. If you don't know the students or have negative relationships with them, wait for help to arrive – unless there is a clear and present danger.

## **HOW TO RESPOND TO A SCHOOL FIGHT**

### **(continued)**

- **Be aware of the audience.**  
If only one or two students are watching, intervening may be safe. If, however, an entire class is gathered around shouting encouragement to the fighters, you are going to need help to separate them successfully.
- **Look for support.**  
Are there any staff members in view? Are there any students that might be able to help? Your options increase if you have help at hand. Always try to have a backup when you need to stop a fight.
- **Personal safety.**  
Always remember that your safety is as important as the students'. If you intervene in a fight, your potential for being injured should not be underestimated. Do not try to play a hero. You will be of no help to anyone if you are hurt. However, to prevent serious injury or death, you should exhaust every opportunity to stop a fight.

### **Intervention Strategies:**

- **Timing.**  
You have perhaps *30 to 60 seconds* to intervene. Moving in too late with too much or too little will diminish effectiveness.
- **Send for backup at once.**  
If no help is immediately available, send a student or use a communication device.
- **Use short, clear commands.**  
Again, you can give sharp verbal orders to stop the fight.
- **Remove the audience.**  
Students fighting in front of their peers may be unwilling to back down because of the loss of face it would incur. Removing the audience removes part of their motivation for fighting. Use the "peel-the-onion" technique: Start at the perimeter and work your way inward. Give short, sharp commands. "Go, Jane, Leave now!" Get other staff to assist you in removing the audience from the scene. Consequences should be issued for students who refuse to leave a fight scene when requested. This procedure, too, must be implemented as part of a school-wide plan.
- **Remove potentially harmful objects.**  
Perhaps the most effective action you can take during this phase is to remove all objects that can be used as weapons or cause incidental harm: for example, scissors, chalkboard pointers, chairs, or benches.

### **Restraining Guidelines:**

- Interventions should be applied from least to most restrictive measures.
- If students are young, small, and not very strong or aggressive, it might be safer to pull them apart.
- With older, bigger, and stronger or more aggressive students, you must consider other separation strategies to reduce potential dangers.
- Use common sense.
- Use "show of force" by calling for additional staff presence.

- One person should be in charge if more than one staff is present.
- One staff should talk to combatants in a clear, calm voice.
- Use patience – unless on the threshold of attack.

### **HOW TO RESPOND TO A SCHOOL FIGHT** **(continued)**

- Utilize space to your advantage.
- Avoid physical contact unless there is a clear and present danger.
- Utilize the combined weight of staff against combatants' strength; don't try to outmuscle combatants.
- Eliminate slack between you and the combatant – slack created space that allows for unpredictable movement to work against you; hug, crowd-in, no long bones on long bones.
- Hold about joints, not on them.
- Contain combatant with his/her face or stomach to surface used (wall, floor) to enhance protection for combatant and staff. This aids in minimizing the combatant's range of motion, may aid in focusing on disoriented combatants and lessens agitation, and protects vulnerable body parts.
- Don't let go of the limb you are holding; if you can't maintain it, let your backup know and hang on and hit it until help gets there.
- Do not allow combatants to get into a push-up position.
- Staff should talk to the restrained combatants and encourage relaxation (deep breathing, closing the eyes), and safety. Work with them to regain self-control.

### **STAGE 3: LULL (30 – 60 seconds)**

#### **Situational Assessment:**

- De-escalation.  
After about thirty to sixty seconds, a fight typically becomes less intense. Combatants are injured or tired. They stop throwing punches. They hold or back away from each other. They roll around on the floor. This is a much safer and appropriate time for you to intervene.

#### **Intervention Strategies:**

- Use short, clear commands.  
Even if this strategy has failed to work so far, students tend to be more responsive at this stage. Again, use students' names if you know them: "Rita! Patricia! Enough!"
- Separate the combatant.  
An injured student or victim of aggression may require, request, or welcome your assistance at this point. Without endangering your safety, carefully pull the injured party away and escort them to safety. Say, for example, "Rita, stay there. Patricia, you come with me." Move one student out of view of the other.
- Get assistance.  
Enlist the help of staff or reliable students in getting the combatants away from each other.

### **Post-Incident Measures:**

- Care and treatment.  
Injured combatants/staff must be attended to immediately.
- Consequences.  
Issue consequences immediately for fighting. If your school has a policy on this matter, issue consequences as well to onlookers, who refuse to leave the scene of a fight. Involve campus or local police if necessary.
- Counseling  
Offer counseling to the students involved in the fight as soon as possible. Allow them a forum for future resolution of their differences that do not involve fighting. It is okay for students – or staff, if it did happen- to feel like victims after being assaulted. Staff must remember that their intervention may have been warranted by a situation involving clear and present danger.
- Documentation  
Clear. Concise. Accurate. Timely.

## **OTHER INFORMATION**

### **BICYCLES**

Refer to Board Exhibit 5142.3 Student Use of Bicycles that include:

1. Bicycles may be ridden to school when a student reaches 3rd grade or 8 years old.
2. Bike riders must follow vehicle and safety regulations at all times, including proper signaling.
3. All bikes must be individually locked in the school bike area.
4. Protective gear, including a helmet, needs to be worn at all times.
5. Bicycles and equipment not in proper working order are not allowed on campus.
6. No student may transport another student on his/her bike.
7. Palmdale School District is not responsible for theft or damage of any bicycle.

Report any violation of District policy to site administration immediately, in other words, if you see a student on a bike that is not wearing a helmet, report it to your Administrator.

### **BULLYING**

Refer to BP

Palmdale School District's Board policy on "Bullying/Harassment" sets a standard to promote "safe and secure schools". It defines the obligation to promote "mutual respect and safe and harmonious relations". The District believes that students have a right to attend a school that is free of abuse and harassment. Any such actions, causing or threatening to cause bodily harm or personal degradation, will not be tolerated on any district property or at any school activity, on or off campus. Establishment of such policies is the first step in preventing and responding to the problem of bullying. Subsequently the District's measures to identify cases of bullying and harassment, through staff training and our Text-A-Tip system of reporting allows the District to take proactive steps at prevention and intervention.

## **EMERGENCIES AND ACCIDENTS**

The school site has a plan and procedures for responding to emergencies and accidents. Follow the plan and use the procedures. **Be alert at all times.** Act promptly and decisively.

### **Emergency First Aid and CPR**

Knowledge of first aid and CPR procedures may become very important on the playground. Never administer emergency first aid or CPR unless a qualified professional has trained you.

All accidents involving possible sprains or fractures, and suspected injuries to the eyes, nose, mouth, or other parts of the head should be referred to the health office and to the Principal. This procedure applies to accidents involving teachers, duty aides, other school employees as well as to pupils.

Do not attempt to move the patient in case of serious injury or illness. Follow good first-aid practices – remain with the patient and send someone to the office for help.

In such cases, the Principal or designee must file an accident report form. It will be the noon duty/campus assistant's responsibility to supply the information regarding where and how the accident occurred, what was done for the injured, and who witnessed the accident.

In no case should be the noon duty/campus assistants give any information regarding an accident to anyone other than the site administration, school nurse, health aide or school secretary or, of course emergency personnel or law enforcement. Information should be given immediately after the accident, using district forms if possible.

## **INTRUDERS**

### **BE ALERT! ASK QUESTIONS!**

An intruder on the school grounds is ANYONE you don't recognize and ANYONE not authorized to be on the grounds. **All visitors MUST check in with the site office and receive a visitor badge. Report intruders immediately.**

A parent may be an intruder if they first have not registered at the office and obtained a visitor pass.

A person adjacent to the play area outside the fence who doesn't appear to have business in the area may become an intruder, and suspicious persons should be reported to the office.

If possible, note a description of the intruder, direction of travel, what they were doing, and vehicle color, make and license plate number. All this information may be important later.

***Being careful is better than being sorry.***

### **ACCIDENT/ILLNESS/INJURY**

- In case of injury or illness, follow the procedures as directed by your site administrator.
- Contact the school office immediately for assistance and describe the situation.
- Stay with the injured person.
- Do not move the injured person.

#### **AFTER THE INJURED PERSON HAS BEEN CARED FOR, SUBMIT A WRITTEN STATEMENT TO YOUR SITE ADMINISTRATOR TO INCLUDE:**

1. Your name.
2. Description of the accident/incident.
3. Time of accident/incident
4. Exact location where accident/incident occurred.
5. What you witnessed.
6. What you were told about the accident/incident.
7. Names of persons who gave you information and what information they gave you.
8. Names of all other noon duty/campus assistants on duty (whether or not they saw the accident/incident).
9. Your location when the accident/incident occurred.
10. Names of students involved or classes in the area.

Do not discuss the accident/incident or injury with anyone other than emergency personnel (Sheriff, Fire Department, Paramedics, Nurse) your Site Administrator or District Office Administrator. Do not discuss the accident/incident with co-workers, parents, other investigators, etc., unless specifically authorized to do so by your Supervisor.

District investigators do not show up unannounced. This is very important in order to maintain accurate information of witnesses. Do not provide a statement to anyone unless you have received authorization by your Supervisor. Refer any inquiries to your Site Administrator.

## **APPENDIX I**

### **EMERGENCY PROCEDURES**

**THE FOLLOWING PAGES DESCRIBE DISTRICT PROCEDURES FOR YOUR INFORMATION. PLEASE FOLLOW THE DIRECTIONS OF LAW ENFORCEMENT OFFICERS AND YOUR SITE ADMINISTRATION.**

- Animal on Campus
- Assault and Battery
- Bomb Threats
- Campus Unrest
- Emergency Bus Procedures
- Student Abuse Reporting Procedures
- Crimes Against Persons
- Emotional First Aid
- Drills
- Earthquakes
- Fire
- Flooding
- Inclement Weather
- First Aid - Heat Related
- Outdoor Activity Weather Guidelines
- Air Quality Advisory
- Lock-Down
- Missing Student
- Outside Campus Disturbances
- Sniper/Shooter on Campus
- Unauthorized Persons on Campus
- Weapons on Campus

## **ANIMAL ON CAMPUS**

This procedure should be implemented when the presence of a dog or any other animal threatens the safety of students and/or staff.

- Immediate response actions, which may include a lockdown, will be initiated.
- Upon discovery of an animal, staff members will attempt to isolate the students from the animal.
- Administrator will notify the District Office Emergency Assistance line at (661) 789-6629.
- Call Animal Control at (661) 940-4191.

If a staff member or student is injured, follow the procedures outlined in the Emergency Response Procedures Handbook.

Students should NEVER approach or touch animals (gophers, rabbits, squirrels, mice, snakes, birds, etc.) if found on the playground.

Pets (including leashed dogs) are NOT permitted on campus without the express written permission of the site Principal. (Seeing Eye/Service dogs ARE allowed).

## **ASSAULT AND BATTERY**

### **THE FOLLOWING ARE DEFINITIONS OF ASSAULT AND BATTERY:**

- An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury upon the person of another. (*Sec. 240 P.C.*)
- Battery is a willful and unlawful use of force or violence upon the person of another. (*Sec. 242 P.C.*)

### **PROCEDURES TO BE FOLLOWED:**

- Identify the suspect(s) if possible
- Detain ONLY IF IT IS SAFE TO DO SO
- Notify the site administrator, if they are unavailable, contact the District Office, Student Services, (661) 789-6629

### **ADMINISTRATIVE PROCEDURES:**

- Gather the facts and identify the offender(s) if possible
- Notify the District Liaison Deputy (661) 789-6629
- Notify other persons of concern (parent, teacher, etc.) if appropriate
- Notify Student Services (661) 789-6629, regarding students, and Human Resources 661-789-6540, regarding employees
- Follow pupil suspension/expulsion procedures, as appropriate {Board Policy 5144.1 (a)}
- If an incident occurs after hours, call (661) 272-2400 – Palmdale Sheriff's station, and notify District (888) 474-8107

\*\*\*This is a safe school reportable offense.



## **BOMB THREATS**

Response to a **Bomb Threat** is initiated upon the discovery of a suspicious package on campus grounds, a bus stop or a threatening phone call or letter that may present the risk of an explosion.

Immediately stop all radio, cell phone and PA communication!

**If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911.**

The person receiving the call should look at **Caller ID** and write the phone # down.

The person receiving the call should ask the following questions:

**When is the bomb going to explode?**

**Where is the bomb? What will cause it to explode?**

**What kind of a bomb is it? Who are you? How do you know all this?**

**Why are you doing this? What can we do for you to avoid the bomb from exploding?**

**How can you be contacted?**

School Administrator is to call:

**District Office Emergency Assistance at (661) 789-6629**

If a suspicious object is discovered: Whoever identifies it will report the discovery to the school administrator while staff members secure the immediate area.

**No attempt should be made to investigate or examine the object.**

After the search, the school administrator will determine the appropriate Immediate Response Action to announce Duck & Cover, Lock Down, Evacuate Building or Off Site Evacuation as described in Section 4.0 of your Emergency Response Procedure Handbook.

In the event of an evacuation, refer to 4.5 Evacuation. Bring class rosters, red emergency bags and take attendance in the assembly area.

## **CAMPUS UNREST**

The Palmdale School District expects all school sites to take reasonable steps to ensure the safety of all students and staff members. Board Policy 6114 is concerned with emergencies and Disaster Preparedness. Section 6114H deals with school riots (campus unrest). Although brief in nature, Section 6114H touches on the basics of riot prevention.

### **PROCEDURES TO BE FOLLOWED:**

- Principal must stay abreast of current events.
- Staff must be involved/informed.

- Communicate with District personnel.
- Communicate with District Deputy.
- Supervision is critical.
- Identify involved students.
- Seek alternate ways for students to communicate their desires.
- Communicate with parents.

#### **ADMINISTRATIVE PROCEDURES:**

- Increase visibility of all adult members of the school staff as well as community members.
- Use paraprofessionals and parents to monitor campus areas. Administration may extend the time of the Noon Duty/Campus Assistant.
- Free key teachers from classes to aid in campus control – teachers who know and relate well with ALL students.
- Encourage class discussions and seek positive alternatives.
- Coordinate efforts with school counselor/psychologist (include District Personnel).
- Seek out leaders of potential conflict and communicate – Don't forget to LISTEN!
- Counteract all rumors by supplying correct, accurate information to students and the community.
- Arrange meetings between factions.
- Don't forget to ask students to help.
- Remove quarrelsome students from campus and work towards a solution.
- Alert/inform/utilize District Office Personnel as well as the District Deputy.
- Have a Campus Disturbance Plan and assign staff member's areas of responsibility.

#### **IF CAMPUS UNREST DEVELOPS INTO REALITY, KEEP THE FOLLOWING IN MIND:**

- Stay calm/buy time/don't forget due process.
- Notify staff that campus unrest exists and the plan is in effect.
- Keep unauthorized outsiders off campus (secure the campus).
- Keep uninvolved students in rooms and lock the doors.
- Leave only one set of restrooms open and permanently monitor.
- Notify the District Office/District Deputy.
- Communicate with the entire staff.
- Let students ventilate their feelings.
- Maintain effective communications with all factions (staff/students/community).
- Provide a place for involved students to go and discuss problems.
- Be honest at all times.
- Use District Office and community agencies as needed.
- When control is lost, utilize the Sheriff's Department.

#### **CAMPUS UNREST** **(continued)**

#### **BE SURE:**

- You know where all entrances/exits to campus are located.

- All portable radios are operational.
- Communication lines to the District stay open.
- You know who will deal with the press/Sheriff's Department and other agencies.
- A check-out system for parents to pick up their students is in place during and after the unrest.
- Emergency cards are up-to-date.

After the campus unrest has ended, a systematic process must be established to deal with any emotional reactions that might occur due to the crisis situation. The process should be available to the students, staff, and possibly parents.

### **EMERGENCY BUS PROCEDURES**

**FOLLOWING ARE THE PROCEDURES THAT BUS DRIVERS ARE TO FOLLOW IN THE EVENT OF A DISASTER OR EMERGENCY:**

#### **EMERGENCY PLAN – BUS DRIVERS:**

##### **EARLY A.M. EMERGENCIES:**

If an emergency occurs during morning bus pick-up hours, students not already picked up should be instructed by their parents and school staff to do as follows:

- Special Education students with home pick-up should remain at home.
- Students waiting at or near a PSD pick-up point (school site) should report to that school office for temporary shelter. School administrators will designate, in advance, which school entrance should be used.
- Students waiting at bus stops other than at a school site should be instructed in advance to return home (if a responsible person will be there), or go to the nearest PSD school, if no such person is home.

##### **MIDDAY EMERGENCIES:**

If an emergency occurs during school hours, buses will NOT attempt to return students to their bus stops/homes until the district's Emergency Operations Center (EOC) and/or Transportation Department declares it safe to do so, on a school-by-school or specified are within the District basis. Bus drivers completing midday trips or runs, or who are not at a school site for other reasons at the time of the emergency, will drive to the nearest school and wait for instructions.

##### **LATE P.M. EMERGENCIES:**

If the emergency occurs during the time students are on buses returning home, drivers are to proceed to the nearest district school and wait for further information and instructions.

### **CHILD ABUSE REPORTING PROCEDURES**

#### **DUTY TO REPORT**

All District employees are required to be trained in student abuse identification and reporting within six weeks of initial hire and annually thereafter. District employees shall report known or

suspected student abuse to a student protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

### **MANDATED REPORTERS**

"Mandated Reporters" are those people defined by law as "student care custodians," "health practitioners," "student visitation monitors" and "employees of a student protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of student welfare and attendance, certificated Pupil Personnel employees, employees of student care institutions, head start teachers, school psychologists, licensed nurses and counselors, presenters of student abuse prevention programs and those instructional aides or other classified employees trained in student abuse reporting.

### **REPORTING PROCEDURES**

To report known or suspected student abuse, any employee (as defined above) shall report by telephone to the local student protective agency.

**Child Abuse Hotline 1 (800) 540-4000**  
**Department of Students's Services**  
**335 East Ave K-6**  
**Lancaster, CA 93554 (661) 723-4340**

### **WRITTEN/ON LINE REPORT**

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall:

- Call the Student Protection Hotline at 1(800) 540-4000
- Obtain the referral number of the verbal report from the Hotline staff (19-digits)
- Prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168) A WRITTEN REPORT IS REQUIRED
- If the verbal report was taken, and a reference number was assigned, go to the website; [www.mandreptla.org](http://www.mandreptla.org) and enter the reference number and all related information.
- Print a copy of the online report for the school site and one for the Student Services office.

**FOR ANY QUESTIONS OR CLARIFICATION ON THESE PROCEDURES, CONTACT STUDENT SERVICES, AT (661) 789-6744 OR DR. DONNA CAMPBELL, ASSISTANT SUPERINTENDENT OF SPECIAL EDUCATION/STUDENT SERVICES, AT (661) 789-6745.**

## **CRIMES AGAINST PERSONS**

For purpose of this section, crimes against persons are defined as any act that injures, degrades, or disgraces any student or staff member. This includes attempts to obtain property of another by means of force, fear, threat of injury or extortion.

Per Education Code section 44014, whenever any school employee is attacked, assaulted, or menaced by any student, it is a misdemeanor for the employee or his/her supervisor to fail to promptly report the incident to the Sheriff. (*Refer to Board Policy and complete the appropriate forms.*)

### **PROCEDURES TO BE FOLLOWED:**

- Identify the suspect(s). DO NOT attempt to apprehend any potentially violent suspect(s)!
- Immediately notify the site administrator/designee; contact the District Office, Human Resources (employee) 661-789-6540 and Student Services (student), 661-789-6745; **Emergency Line (661) 789-6629.**

### **ADMINISTRATIVE PROCEDURES:**

- Gather the facts and determine the offender's identity if possible.
- Notify the District Liaison Deputy, if appropriate **(661) 789-6629.**
- As appropriate, notify teachers of dangerous students pursuant to Education Code 49079.

\*\*\*This is a safe school reportable offense.

## **EMOTIONAL FIRST AID**

### **GENERAL PRINCIPLES**

#### **ADMINISTRATIVE PROCEDURES:**

Following a disaster, there may be persons who are overwhelmed by the event and have difficulty coping with the situation and their emotions. You may be able to help others if you know the basic steps of Emotional First Aid.

#### **WHAT IS EMOTIONAL FIRST AID?**

First aid is just what its name implies. It is the initial help received by a person in trouble. Such aid should be concerned only with the immediate situation.

- Attempt to calm the victim, relieve the anxiety and stress.
- Communicate confidence in yourself as well as concern for the victim. Show you care by your attitude and your behavior.
- Accept a person's limitations as real.
- Encourage the person to speak freely about whatever is on his/her mind. Be very patient.
- When the person begins talking, interrupt as little as possible; let them speak.

- Practice “active listening”.
- Do not argue with the person or impose your ideas or feelings upon him/her.
- Accept your own limitations, in a relief role. Do not attempt to be all things to all people. Do what you can and obtain additional help.

## **DRILLS**

### **FIRE DRILL**

When the alarm sounds, students should take backpacks and prepare to exit the classroom. Once the Administrator announces ‘please evacuate’, students will exit classrooms. Check to see that all students are out of the classroom. Take class roster and RED emergency bags and go quietly to the assembly area. Wait for the ‘all clear’ signal (one long steady bell) then return to the classrooms.

All Personnel report to assembly area.

### **SHELTER IN PLACE DRILL**

A Shelter In Place indicates that an emergency that requires students and staff to remain inside has occurred.

Administrator makes the following announcement on the Public Address System (PA):

**“Your attention please. We are instituting shelter in place procedures. This means students and staff are to remain inside the building away from outside windows, and doors are securely closed and air conditioning units turned off. All students and staff that are outside are to immediately move to the protection of an inside room.”**

Check bathrooms and take students outside into the nearest building.

### **EARTHQUAKE DRILL**

An earthquake drill is held to provide maximum protection in case of earthquake and performed twice yearly. The signal for the drill is the announcement on the Public Address System (PA).

**“Your attention please. For everyone’s protection, all students and staff should follow duck and cover procedures which means you should be in a protected position under a table or desk away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or given further instructions.”**

Drop to knees, cover neck/head facing away from windows. Get under desks or tables where possible and hold on.

In the event of an actual earthquake, refer to Section 5.8 in the Emergency Response Procedures Handbook.

## **EARTHQUAKE**

### **EARTHQUAKE:**

In the event that a site experiences an earthquake or tremor of such intensity that the administrator determines that the safety of staff and students is in danger, the following procedures must be followed:

### **PROCEDURES TO BE FOLLOWED:**

- If indoors, remain indoors. **DO NOT RUN OUTSIDE!**
- Order all students to **drop** to the floor and **seek cover** under a desk or a table, and have them **cover their heads** with their arms.
- Instruct students to move away from windows and from under suspended fixtures.
- When the shaking stops, begin evacuation per the site plan.
- Make certain that no one re-enters the buildings for any reason, until the buildings have been declared safe.
- Render first aid if necessary.
- Avoid electrical wires that may have fallen.
- **DO NOT LIGHT ANY FIRES!**
- Take roll. Communicate the extent of known injuries or missing/unaccounted for students to the site administrator or his/her designee.

### **ADMINISTRATIVE PROCEDURES:**

- Implement site disaster plan.
- Turn on the district's hand-held radios and implement the site plan, setting up command center for communication.
- Direct and control the activities of staff and students, evacuating buildings to safe area when all-clear.
- Attempt to notify the as soon as possible.
- The administrator of each school shall conduct at least one drop drill per month and one earthquake/disaster drill per trimester. For specific requirements, refer to Incident Response Procedure Handbook.

## **FIRE**

In the event that a site experiences a fire, either on the grounds or in such close proximity as to be cause for alarm, the following procedures must be followed:

### **OFFICE PROCEDURES:**

- Upon hearing the fire alarm, teachers shall instruct students to gather backpacks and prepare to exit the classroom. Upon hearing the instructions by the Site Administrator to exit, proceed with their students and the classroom emergency bag to a site previously determined by regular fire drill procedures.
- Teachers will call roll to account for all students. Document any missing or unaccounted for students.
- Teachers shall remain with their students until further instructions are received.

#### **ADMINISTRATIVE PROCEDURES:**

- Initiate the regular fire drill procedures immediately.
- Notify the Fire Department by calling “911”.
- Notify District Office Emergency Assistance line at (661) 789-6629.
- Direct and control the activities of staff and students.

#### **FLOODING**

#### **ADMINISTRATIVE PROCEDURES:**

- If flooding is such that school is canceled, school administrators should report to their sites if possible.
- Should flooding occur while school is in session:
  - Notify the District Office Emergency Assistance (DOEA) (661) 789-6629 of any impassable areas.
  - Notify parents via School Messenger if you are closing and that their students will remain at a safe location until they can pick them up. ID is required to pick up students.
  - Transportation will take bus riders home at their regular time if possible.
  - Students who normally WALK home will be released at their regular time (unless parent picks them up) if flooding is isolated only at the school. If flooding is the result of weather or affects walking routes or outside school grounds, students should be kept at school until their parents can pick them up.
  - Implement Student Emergency Request and Release procedures for orderly release of students.

**Do not attempt to walk or drive through running water in low areas across roads!**

**Do not attempt to travel across blocked roads. Roads are closed because they pose a danger!**

#### **INCLEMENT WEATHER**

#### **ADMINISTRATIVE PROCEDURES:**

##### **ICE:**

- Implement ingress/egress procedures for Ice (see Safety Plan) to limit entrance/exits to manageable areas.
- Custodial staff should spread de-icer first in the ingress/egress routes and then other areas throughout the campus. Report all iced areas that CANNOT BE DE-ICED by your site custodian to the Maintenance and Operations Department. District grounds personnel will assist. Block off area and put up warnings to prevent injury.

##### **SNOW:**

**All district management personnel will report to their sites or departments if possible.**

- The Superintendent or Designee will declare school closures (“No School” if weather so warrants).
- Staff should listen to information from the following radio stations to learn of the status of school closure.



KAVL (610 AM)  
KAVS (97.7 FM)  
KMIX (106.3 FM)  
KUTY (1470 AM)

KOSS (1380 AM)  
KLKX (93.5 FM)  
KTPI (103.1 FM)  
OASIS (105.5 FM)

- If snow begins while school is in session, the District Office will notify all sites as to possible closures.
- Transportation will pick up students, if possible. If roads are not passable, students will be kept at the site until transportation can be safely provided or until students are released to their parents.
- If school is closing due to weather, notify parents via School Messenger that you are approaching and that their students will remain at a safe location until they can pick them up. **ID is required to pick up students.**

### **HOT WEATHER/COLD WEATHER GUIDELINES:**

Inclement weather schedules are to be determined by the site Principal or designee unless a directive from the District Office is issued. For the health and safety of students and the liability of the district, the guidelines on the following pages must be followed.

- It should be noted that exposure to high temperatures (90 degrees and above) may lead to excessive fluid loss, heat exhaustion, or failure of heat loss mechanisms (heat stroke). Students carry more water composition than fat, thereby dehydrating much more quickly than adults.
- Schools should purchase a thermometer and locate it in an area that does not receive direct sun exposure, according to manufacture directions.
- Alternative curriculum available for inclement weather periods: Growing Healthy, SDFS prevention curriculum, or refer to California PE framework.

### **FIRST AID FOR HEAT-RELATED SYMPTOMS**

High temperatures occur frequently in the Antelope Valley. It is important to avoid prolonged exposure to high temperatures and high relative humidity, as symptoms of heat-related illness can quickly escalate into an emergency situation. **Muscle cramping, heat exhaustion, and heat stroke** are conditions caused by overexposure to heat. Drinking plenty of water, wearing loose clothing, and avoiding strenuous activities involving direct sun-exposure can help to minimize the risk. Noon Duty personnel receive training regarding Working in Extreme Temperatures at least annually and upon hire.

CONDITION	SIGNS AND SYMPTOMS	FIRST AID
<b>Muscle cramping/ Early signs of heat distress</b>	<ul style="list-style-type: none"> <li>✓ Normal body temp, but Pale, lethargic</li> <li>✓ Spasms most common in legs and abdomen</li> <li>✓ Nosebleeds</li> <li>✓ Weakness of extremities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lightly stretch or walk out cramps</li> <li>✓ Give sips of water and increase as tolerated to generous amounts (may use commercial replacement fluids)</li> <li>✓ Move to a cooler area</li> <li>✓ Place cool, wet cloths on head/back of neck</li> <li>✓ Sponge or spray with cool water</li> </ul>
<b>Heat Exhaustion</b>	<ul style="list-style-type: none"> <li>✓ Usually accompanied by exercise</li> <li>✓ Cool, moist (clammy), pale skin (may be flushed at first)</li> <li>✓ Headache</li> <li>✓ Nausea/vomiting</li> <li>✓ Dizziness</li> <li>✓ Weakness of extremities</li> <li>✓ Profuse sweating</li> <li>✓ May have a heat rash</li> <li>✓ Nosebleeds</li> <li>✓ May experience fainting episode</li> </ul>	<ul style="list-style-type: none"> <li>✓ Treat as above, EXCEPT <u>when symptoms progress, allow person to lie down/rest</u></li> <li>✓ Increase cooling measures</li> <li>✓ Monitor breathing and level of consciousness</li> <li>✓ <u>Continue fluids unless difficulty swallowing or not fully alert</u></li> <li>✓ Notify school nurse and site administrator</li> <li>✓ Notify parent/guardian</li> <li>✓ Seek medical attention if symptoms persist or progress</li> </ul>
<b>Heat Stroke</b>	<ul style="list-style-type: none"> <li>✓ Internal temperature control not working</li> <li>✓ Breathing may be labored, pulse weak and rapid</li> <li>✓ Red, hot, dry skin – NO SWEATING</li> <li>✓ Changes in level of consciousness (confusion, agitation, loss of consciousness, etc.)</li> <li>✓ Seizures</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Medical Emergency – call 911</b></li> <li>✓ <u>Obtain medical care immediately.</u></li> <li>✓ Continue above treatment, external cooling measures (cool, wet compresses)</li> <li>✓ Monitor closely for signs of shock</li> <li>✓ Place in side-lying position, feet slightly-elevated, and monitor airway</li> </ul>

### **OUTDOOR ACTIVITY WEATHER GUIDELINES**

	<b>33° - 40°</b>	<b>95° - 99°</b>	<b>100° - 102°</b>	<b>&lt;103°</b>
<b>ASPHALT</b>	WATCH FOR ICE	LIMIT TIME NO SITTING NO PROLONGED STANDING	PROHIBIT ASPHALT USE	PROHIBIT ASPHALT USE DO NOT ISSUE BALLS FOR SPORTS
<b>EXERCISE</b>	WATCH FOR ICE	LIMITED STRENUOUS OR CONTINUOUS RUNNING	STRETCHING ON GRASS OR SHADE AREA  NOT ON ASPHALT	<b>NONE</b>  UNLESS IN A/C ROOM
<b>ACTIVITIES</b>	INDOOR IF POSSIBLE	SHADE INDOOR NON-STRENUOUS TEAM SPORTS, (softball, volleyball)	QUIET ACTIVITIES IN SHADE OR INDOORS ALTERNATIVE CLASSROOM ACTIVITIES (Health, Science)	MANDATORY NON-PHYSICAL QUIET ACTIVITIES IN SHADE OR INDOORS
<b>WATER</b>		AVAILABLE AND ENCOURAGE	AVAILABLE AND ENCOURAGE	AVAILABLE AND ENCOURAGE

### **AIR QUALITY ADVISORY**

Various weather factors may present conditions that are potentially unhealthful to students, including: excessive heat/high humidity, excessive cold/icy conditions on playgrounds, excessive wind/blowing dust, smog episodes, and high concentrations of Particulate Matter in the air. The District Office (Health Services/Pupil Services) will notify Superintendent and all sites concerning smog alerts and health advisories concerning unhealthful air quality, based information from the SCQMD or AVAQMD, and provide instructions to site administration.

### Air Pollutant Measurements:

Ozone (O <sub>3</sub> ):	Invisible, irritates and impairs breathing
Nitrogen Dioxide (NO <sub>2</sub> ):	Brown, impairs breathing
Carbon Monoxide (CO)	Invisible, reduces blood's oxygen
Particulate Matter under 10 microns (PM <sub>10</sub> )	Invades deep into lungs, reduces visibility
Fine Particulate Matter under 2.5 microns (PM 2.5)	Invades deep into lungs, reduces visibility

AQI	Level of Health Concern	Cautionary Statements
<b>0 to 50</b>	<b>Good</b>	None
<b>51 to 100</b>	<b>Moderate</b>	<u>Unusually</u> sensitive people should consider limiting prolonged outdoor exertion.
<b>101 to 150</b>	<b>Unhealthy for Sensitive Groups</b>	Active students and adults, and people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
<b>151 to 200</b>	<b>Unhealthy</b>	<b>HEALTH ADVISORY ALERT</b> Active students and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially students, should limit prolonged outdoor exertion.
<b>201 to 300</b>	<b>Very Unhealthy</b>	<b>STAGE 1 ALERT</b> Active students and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion and activities; everyone else especially students, should limit outdoor exertion.
<b>301 to 500</b>	<b>Hazardous</b>	<b>STAGE 2 ALERT</b> Everyone shall avoid all outdoor exertion and activities.
<b>&gt;500</b>	<b>Very Hazardous</b>	<b>STAGE 3 ALERT</b> (extremely rare) Possible state recommendation for individuals to remain indoors.

## **LOCKDOWN**

This action is taken when the threat of violence, gunfire or other emergency is identified and directed by law enforcement or principal, and it is necessary to prevent entry or exit from campus. During Lockdown, students are to remain in the classrooms or designated locations. No persons shall enter or exit the campus during lockdown.

The administrator will make the following announcement:

**“Your attention please, we are implementing lockdown procedures. Teachers, please lock classroom doors and keep all students inside the classroom until further notice. If you are outside, students and staff are to proceed to the nearest building or classroom.”**

Check bathrooms and take students into the nearest building and lock the door.

Following the announcement, call the District Office Emergency Assistance at **(661) 789-6629**.

Post a “Lockdown” sign at entrances if it is safe to do so.

## **MISSING STUDENT**

A **Lost** or **Missing** student is defined as a student who is not where they are supposed to be. A lost or missing student can be during school hours or before/after school.

### **Procedure during school hours:**

- Upon discovery that a student is missing, personnel should immediately notify the site administrator.
- The Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN.
- The Administrator will direct a complete campus wide search to locate the student
- The Administrator will notify the District Office Emergency Assistance (661) 789-6629 to request deputy assistance and will provide all necessary information including a picture and/or physical description of student.
- Administrator will contact parent to determine if student may have left school with a family member and/or disclose nature of incident.
- The Administrator will notify all parents through School Messenger.
- Upon location of student Administrator will notify DOE line to report student’s whereabouts.

### **Procedure before/after school hours:**

- Upon notification that a student is missing, personnel should immediately notify the Administrator.
- Administrator will contact Transportation Director to determine whether student is an assigned bus rider.
- Transportation will alert all drivers to check their buses for lost/missing student.

- Administrator will notify District Office Emergency Assistance (661) 789-6629 and Sheriff (661) 272-2400 to request assistance and will provide picture and/or physical description of student.
- Administrator will contact parent to determine if student may have left school with a family member and/or disclose nature of incident.
- The Administrator will notify all parents through School Messenger
- Upon location of student, Administrator will notify DOEA (661) 789-6629 to report student's whereabouts.

### **OUTSIDE CAMPUS DISTURBANCES**

In the event that a sheriff action or criminal disturbance occurs near a school, please observe the following:

#### **PROCEDURES TO BE FOLLOWED:**

- If indoors, remain there. Do not release students for **any** reason!
- If outside, move students inside in as orderly a manner as possible.
- **REMAIN CALM!** Panic is contagious!
- Call School Office and notify of situation.
- Remain indoors until an "all clear" is issued by your principal or law enforcement.

#### **ADMINISTRATIVE PROCEDURES:**

- Call **911**
- Make sure that **all** students and staff are indoors.
- Lock down the site. Secure all doors and gates.
- Call District Office (661) 789-6629
- Do not release students outside until an "all-clear" has been received from the District Office or law enforcement.

### **SNIPER/SHOOTER ON CAMPUS**

- Call 911. Remain on the line until told to hang up and contact have someone call DOEA at (661) 789-6629.
- Alert school office to call SCHOOL LOCK DOWN.
- Initiate COVER and HIDE procedures.
- Evacuate playgrounds and fields into nearest building.
- Lock school down. Wait for Sheriff's Department for evaluation and evacuation. If it becomes necessary, evacuate as needed to a safer area without putting yourself between the shooter and safety.
- If you can safely obtain the information, complete checklist that follows.

**SNIPER/SHOOTER ON CAMPUS**  
**(continued)**

SCHOOL NAME \_\_\_\_\_

SCHOOL ADDRESS \_\_\_\_\_

Sniper/Shooter on Campus Checklist

**HOW MANY** gunmen are there? 1 2 3 4 5 6 7 \_\_\_\_\_

Is anyone injured?      YES      NO      UNKNOWN

<b>WHERE is the gunman?</b>	<b>DESCRIPTION</b>	<b>WHAT kind of weapon(s)?</b>
ON CAMPUS	MALE	RIFLE
CAFETERIA	FEMALE	SHOTGUN
OFFICE	WHITE	HANDGUN
PLAYGROUND	BLACK	AUTOMATIC
CLASSROOM	HISPANIC	SEMI-AUTOMATIC
GYMNASIUM	ASIAN	REVOLVER
RESTROOM	MID-EASTERN	UNKNOWN
ROOF	INDIAN	OTHER
OFF CAMPUS	BLONDE HAIR	
NORTH	RED HAIR	
SOUTH	BROWN HAIR	
EAST	BLACK HAIR	
WEST	GREY HAIR	
HOUSE	BALD	
APARTMENT	HAT/CAP	
CAR	CLOTHING	
OTHER		
UNKNOWN		

## **UNAUTHORIZED PERSONS ON CAMPUS**

If any person, other than staff or district personnel, is on campus without a visitor badge authorization from the school administration, follow the prescribed procedures:

### **PROCEDURES TO BE FOLLOWED:**

- Any school employee who notices a suspected intruder on campus should inquire as to the person's identity and the reason for being on campus.
- Persons with legitimate reasons for being on campus should be referred to the Office for authorization.
- UNAUTHORIZED VISITORS must be directed to leave campus; notify the site administrator immediately.

### **ADMINISTRATIVE PROCEDURES:**

- Verify the identity of the person, if possible. Note their name, description, date and time on campus.
- Again, request that the person leave campus, citing code violations 626.8 P.C. and 32210 E.C.
- Notify the District Office (661) 789-6629 of the incident and determine if the Sheriff should be notified.
- If the offender refuses to leave immediately and/or returns to campus, notify the Deputy Liaison at (661) 789-6629, or the Sheriff at **911**.
- If a person represents a danger to students and staff and will not leave campus, site Administrator will call a campus lock-down.



## **WEAPONS ON CAMPUS**

If the individual is presenting the weapon in a threatening or angry manner, follow SNIPER/SHOOTER guidelines.

- **DO NOT** follow the individual or attempt to confiscate the weapon unless:
  - It is voluntarily surrendered.
  - It is not immediately accessible to the individual, AND they are NOT in possession of other weapons.
  - It is discovered during any reasonable search.\*\*\*
- Identify the individual(s).
- Isolate individual(s) --- in the office if possible.
- Use an evacuation plan appropriate to the location of the individual who possesses the weapon.
- Contact Sheriff's Department **911** or School Deputy (661) 789-6629.
- Make notification to Principal/Assistant Principal.
- Begin pupil expulsion procedures, as appropriate.

**WEAPONS ARE:** Guns, knives, daggers, razors, tasers, mace, tear gas, pepper spray, clubs, brass knuckles, nunchakus, and explosive and incendiary devices.

### **\*\*\*Reasonable Search:**

- a) Reasonable: at its inception there is reason to suspect it will turn up evidence of a student's violation of the law or school rules.
- b) Use of a metal detector is preferred to "pat" or "frisk" searches.
- c) No school employee shall conduct a body cavity search or a search that involves removing or arranging the student's clothes to permit visual inspection of underclothes, breasts, buttocks, or genitalia.

## APPENDIX II

# SCHOOL BOARD POLICIES

The following are policies adopted by the Palmdale School District. You may access these policies and other policies at the Palmdale School District website: [www.palmdalesd.org](http://www.palmdalesd.org).

Select GAMUT ONLINE (BOARD POLICY)

The screenshot shows the Palmdale School District website. The header includes the district logo, a 'Systems Status' link, and navigation links for 'District Home', 'Translate', and 'User Options'. A main navigation bar lists 'About Us', 'Board Agenda', 'Departments', 'Parents / Students', 'Schools', and 'Online Services'. The main content area features a blue box labeled 'GAMUT ONLINE (BOARD POLICY)' and a link to 'GAMUT Policy Plus'. Below this, a red line separates the title 'GAMUT POLICY PLUS' from the text 'For Board Policy click on the link below: GAMUT Policy Plus'.

Select “Search” to find Board Policies.

The screenshot shows the Palmdale School District website with a search bar and navigation links. The header includes social media icons, a search bar, and links for 'English' and 'Login'. The main navigation bar lists 'About Us', 'Meetings', and 'Policies'. The footer contains contact information for the Palmdale School District, a list of Board of Trustees members, and a section for 'Online Governing Board Meeting Information'. The search bar is located in the top right corner of the page.