

Comprehensive School Safety Plan

**2023-24
School Year**

School: Indian Diggings Elementary School
CDS Code: 09618956000000
District: Indian Diggings Elementary School District
Address: 6020 Omo Ranch Rd.
Somerset, CA 95684-9209
Date of Adoption: 02/14/2024
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- with Fire Authority 01/12/2024

Approved by:



Name	Title	Signature	Date
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Julie Clement	Board Clerk		2/14/24

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Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the legislature and governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

- o Assessment of school crime committed on school campuses and at school-related functions
- o Child abuse reporting procedures
- o Disaster procedures
- o Suspension and expulsion policies
- o Procedures to notify teachers of dangerous pupils
- o Discrimination and harassment policies
- o School wide dress code policies
- o Procedures for safe ingress and egress
- o Policies enacted to maintain a safe and orderly environment
- o Rules and procedures on school discipline
- o Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card (SARC).

A copy of the Comprehensive School Safety Plan is available in the district office for review and online at idschool.org.

As Indian Diggings School has less than 20 students on average and as each student with disabilities would benefit greatly from an individualized safety plan, all students with any applicable disability that would affect their safety in an emergency will be provided with a specific safety plan. These individualized student plans will be kept as an addendum to this safety plan as long as the student attends the school and will be updated annually and as needed. At the time of review there were 0 students in need of an individualized plan.

Safety Plan Vision

Providing a safe and enriching environment for students to learn and staff to work is the foremost goal of any school setting. School administrators, staff, parents, and students must work together to create healthy school climates, effective interventions and crisis plans that prepare everyone for the school day and when necessary emergencies.

Components of the Comprehensive School Safety Plan (EC 32281)

Indian Diggings Elementary School Safety Committee

Indian Diggings is a small two room school and therefore has a small Safety Committee of three persons chosen (one each) from the following categories.

1. Administration
2. Staff
3. Parent

Assessment of School Safety

Indian Diggings School is remarkably free of discipline issues, crime and vandalism.

School safety data sources included:

- Suspension and expulsion
- Student progress reports
- Law enforcement interventions and crime reports
- Staff, student and community surveys
- Property loss, vandalism and insurance reports

The Safety Committee will meet in August of each year to discuss and assess the safety of the school and revise or update the CSSP as needed.

Each year the Safety Committee will review the needs of all students with disabilities and revise the districts Individualized Safety Plan for Students with Allergies, Medical Needs, and Disabilities. This plan will be attached as well as in the school evacuation binder and field trip packets. It will include items such as mobility needs, allergies, and medications.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

It is a priority of the administration and staff in the Indian Diggings School District that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All staff members are considered 'mandated reporters' and are required by law to contact County Child Protective Services when child abuse is suspected. The staff member that witnessed or learned of the suspected child abuse will contact CPS themselves and not pass the duty to anyone else. The Administration will be informed of each report and provide the office with a copy for our records.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The Indian Diggings School District will take all necessary measures to keep students, staff, and visitors safe in the event of a disaster. The Indian Diggings School Crisis Response plan is shown in Appendix C-F and accomplishes the following:

- Incorporates strategies of the Incident Command System, the Standardized Emergency Management System and the National Incident Management System.
- Maps out specific evacuation procedures within the school building disaster plan.
- Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake.
- Identifies emergency response training and exercise opportunities for students and staff.

Each year the Safety Committee will review the needs of all students with disabilities and revise the districts Individualized Safety Plan for Students with Allergies, Medical Needs, and Disabilities. This plan will be attached as well as in the school evacuation binder and field trip packets. It will include items such as mobility needs, allergies, and medications.

Public Agency Use of School Buildings for Emergency Shelters

Indian Diggings School will coordinate with the El Dorado County American Red Cross or the El Dorado County Sheriff for school facility use as a mass care and welfare shelter during an emergency. After a shelter assessment has been conducted, the school board will take appropriate action on proposed agreements from the American Red Cross or the Sheriff's office.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Indian Diggings School District's Suspension/Due Process Policy (BP7.1) can be found in the Indian Diggings School District Policies, Regulations, Bylaws manual, located in the district office.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The Indian Diggings School District's administration will inform staff regarding pupils that they work with that have been suspended or expelled. This will occur prior to the beginning of each school year or as soon as the administration is made aware.

(E) Sexual Harassment Policies (EC 212.6 [b])

The Indian Diggings School District's harassment policy (BP4.1) can be found in the Indian Diggings School District Policies, Regulations, Bylaws manual, located in the district office.

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Superintendent/Principal/Teacher

6020 Omo Ranch Rd.

Somerset, CA 95684

Phone- 530-620-6546

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall refer the matter to law enforcement where required.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Those items of dress considered inappropriate for school wear are to be judged by the Superintendent/Principal/Teacher on a case to case basis. It is our goal not to spend time clarifying what children may wear. Support and close supervision by parents usually guides students as to what to wear.

State Law requires students to wear appropriate footwear except when engaging in activities for which footwear is inappropriate (i.e. swimming). Flip-flops and open-toed sandals are not considered appropriate for school wear because of safety hazards. Properly strapped safety sandals may be worn during hot months. In the winter it is strongly recommended that students wear appropriate footwear for snow/ice/rain conditions, and/or bring to school a set of dry socks/shoes. If students want to play in the snow at recess they shall wear appropriate snow apparel (ie: boots, coats, gloves, snow pants).

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Indian Diggings School takes pride in being part of a school district that has a mission to provide a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the county of El Dorado to ensure that the school's immediate community is safe.

A large majority of students arrive and leave school in private vehicles. Students should walk with an adult from their car to the front gate when arriving and leaving. Two crosswalks are provided for access to the far side of the street.

Visitors on Campus

The following procedures are to be followed in order to maintain a safe environment for students and staff at Indian Diggings School,

1. All visitors are to check into the office or with the Superintendent/Principal/Teacher
2. Before leaving the school site, all visitors are to check into the office or with the Superintendent/Principal/Teacher
3. Police services will be called upon in the event any visitor is not complying with posted regulations

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Health & Safety

Element:

First Aid, CPR, blood-borne pathogens training and equipment

Opportunity for Improvement:

The school has insufficient classroom first aid.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To provide a first response to medical emergencies within the limits of training and to protect staff, volunteers and students.	Purchase and maintain school first aid.	LCFF Basic Funding	Superintendent/Principal /Teacher	Equipment purchase will be confirmed through pay warrants by the Superintendent/Principal /Teacher.

Component:

Social and Emotional Growth

Element:

Social and Emotional training curriculum

Opportunity for Improvement:

All students and staff can benefit from continuous growth in the area of social and emotional skills.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will build on their Social and Emotional Skills and staff will improve their ability to provide support for students in this area.	Students will participate in and staff will have training on Social and Emotional Skill Training curriculum.	LCFF Basic Funding	Superintendent/Principal /Teacher	Pay warrants.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Indian Diggings Elementary School Student Conduct Code**

Children should learn to govern their own behaviors in an appropriate manner. In order to govern their behaviors, they must learn to solve problems. Children must be taught problem solving skills. Children must learn that they have a responsibility to obey all the adults in the school.

The adult who sees an incident is typically the one who deals with it. We always try to deal with situations in the setting of occurrence if possible. For example, an incident on the playground should typically be handled by the Playground Supervisor. If necessary, it is referred to the principal. The rationale for this action is to set up a system that teaches the student that he/she is accountable to all adults in the school setting.

BEHAVIOR EXPECTATIONS

The general rules for all conduct anywhere on campus at Indian Diggings are:

- Be Safe
- Be Respectful
- Be Responsible

Conduct Code Procedures**REWARDS FOR POSITIVE BEHAVIOR**

Students who follow school rules, and demonstrate good citizenship/work habits will be recognized in the following ways:

- **Positive Communication Home:** The teacher/administrator will communicate with parents regarding compliments on a child's performance.
- **Class and Personal Incentives:** The students receive incentives for positive, helpful, and courteous behaviors or work habits. These incentives will be varied during the year.
- **Academic and Citizenship awards:** The student may be recognized at Assemblies for positive academic and behavior performance.
- **Special Awards:** Students will receive acknowledgement of achievement in many special areas.
- **Attendance awards:** Recognition is given to those who are at school on time every day.

DISCIPLINE PROCEDURES

Every student shares the responsibility for maintaining a safe and productive environment at school. Students are expected to inform an Indian Diggings staff member of any situation that would pose a danger to self or others. If a student chooses to be disruptive to the learning environment or violates school expectations, measures will be taken to inform parents and work with them to correct the student's behavior. Conferences may be required to develop a behavior contract or Behavior Support Plan (BSP). Consequences for violation of school rules include but are not limited to:

- **Reset of Personal Regulation:** Many will call this "Time Out" but the focus is for students to take no more than a minute or two to reset themselves in a quiet location. This option may be requested by the student or the staff. The student goes directly to the designated location. The student may not disrupt the environment to which he/she has gone. Disruption will result in further consequences.

- **Suspension of Personal Time:** Loss of free-time privileges. The student eats and spends his/her free time under adult supervision in a designated location. The child will be given time for a supervised break but is not out of a staff member's sight.
- **Contracts:** From time to time, contracts are established to train behavior and focus on behavioral changes that will support the student in reaching his/her educational goals. Contracts may be written for an individual student or a group of children and may include such modifications as loss of recess or some other form of redirection.

(J) Hate Crime Reporting Procedures and Policies

The Indian Diggings School District affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the district is to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the administration.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Superintendent and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline.

In addition, the district may provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district may also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

The district shall provide age-appropriate instruction for students to help promote understanding of and respect for human rights.

Suicide Prevention Plan

The Indian Diggings School District's Suicide Prevention policy (BP3.4) can be found in the Indian Diggings School District Policies, Regulations, Bylaws manual, located in the district office.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Indian Diggings School recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Definition

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Education Code Section 48900.2, 48900.3 or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"A person is bullied when he or she is exposed, repeatedly over time, to negative actions on the part of one or more persons, and he or she has difficulty defending him or herself." (Olweus)

The definition includes three important components:

1. Bullying is aggressive behavior that involved unwanted, negative actions
2. Bullying involves a pattern of behavior repeated over time
3. Bullying involves an imbalance of power or strength. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

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

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

Bullying Prevention

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

The district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. Such instruction shall include:

1. Acts and behavior that constitute bullying
2. A clear message that bullying behavior is not tolerated
3. A clear message that students do not have to endure bullying
4. Encouragement to report observed instances of bullying, even when the bullied individual has not complained
5. Information about the person(s) to whom a report of bullying should be made

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behavior and effective prevention and intervention strategies.

Intervention

Students are encouraged to notify school staff when they are bullied or suspected that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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

Complaints and 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 the district's uniform complaint procedures specified in BP4.12 Uniform Complaint Procedures.

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

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

When a student is using a social networking site or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

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

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Safety Plan Review, Evaluation and Amendment Procedures

The Indian Diggings Elementary School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January of each school year.

An updated file containing all safety related plans and materials are available for public inspection in the Indian Diggings School Office.

Safety Plan Appendices

Emergency Contact Numbers

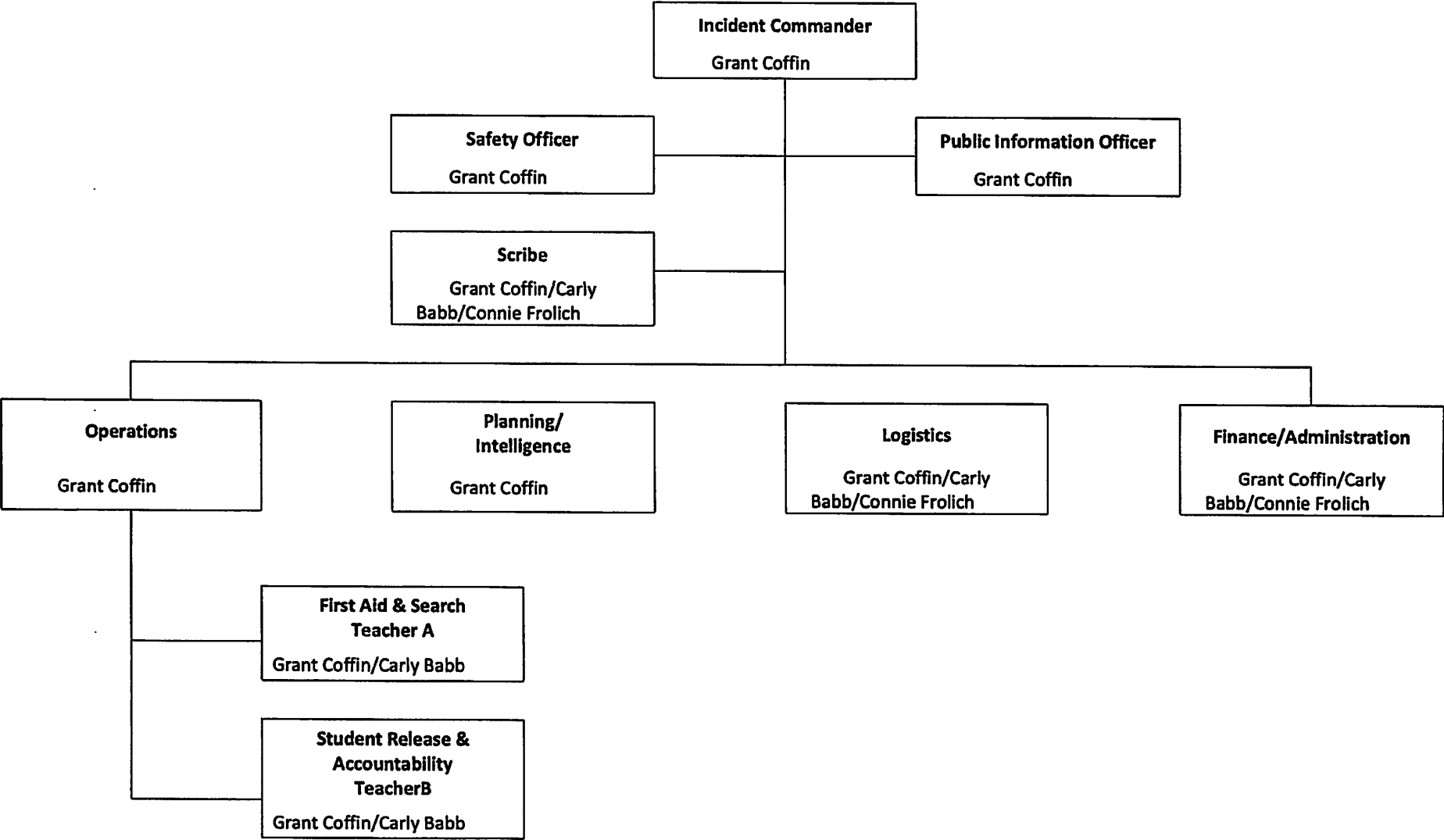
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
American National Red Cross	Red Cross	(916) 993-7070	
School District	Pioneer Union School District	(530) 620-3556	
Law Enforcement/Fire/Paramedic	El Dorado Sheriff (Dispatch only)	(530) 621-6600	
Law Enforcement/Fire/Paramedic	Fire Dispatch (ECC in Camino)	(530) 647-5220	
Local Hospitals	Marshall Medical Center	(530) 622-1441	
City Services	El Dorado Co. Department of Human Services	(530) 621-6150	
City Services	El Dorado Co. Child Protective Services	(530) 642-7100	
City Services	El Dorado Co. Mental Health	(530) 621-6290	
City Services	El Dorado Co. Department of Transportation	(530) 621-5900	
Public Utilities	PG&E	(800) 743-5000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Preliminary Safety Committee Review Meeting	August	Review of all procedures and updating of draft plans at the school.
Law Enforcement Review	December/January	Review of all procedures and updating of draft plans via email.
Fire Department Review	December/January	Review of all procedures and updating of draft plans via email.
Final Safety Committee Review Meeting	January	Final review and update at the school.
Board Meeting	February	Approval of final plan at the school.

Indian Diggings Elementary School Incident Command System



Incident Command Team Responsibilities

Incident Commander

- Responsible for all activities and functions.
- Assess need for staff.
- Establish incident objectives for the organization based on the situation.

Public Information Officer

- Report directly to the Incident Commander.
- Provide information to the media, public, and parents.
- Coordinate internal communications.
- Coordinate with other public information staff.

Safety Officer

- Make sure everyone is safe.
- Advise Incident Commander on issues regarding incident safety.
- Conduct risk analyses and implement safety measures.

Scribe

- Maintains a written account of the incident.

Operations

- Develops and implements strategy and tactics to carry out the incident objectives.
- Organizes, assigns, and supervises the response resources.

First Aid & Search

- Setting up first aid area for students.
- Assessing and treating injuries.
- Completing master injury report.
- Identifying and marking unsafe areas.
- Conducting initial damage assessment.
- Obtaining injury and missing student reports from staff

Student Release & Accountability

- Setting up secure reunion area.
- Checking student emergency cards for authorized releases.
- Completing release logs.

Planning/Intelligence

- Collecting, evaluating, and displaying incident intelligence and information.
- Preparing and documenting Incident Action Plans.
- Tracking resources assigned to the incident.
- Maintaining incident documentation.
- Developing plans for demobilization.

Logistics

- Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies.
- Providing communication planning and resources.
- Setting up food services.
- Setting up and maintaining incident facilities.
- Providing support transportation.
- Providing medical services to incident personnel (not injured students).

Finance/Administration

- Contract negotiation and monitoring.
- Timekeeping.
- Cost analysis.
- Compensation for injury or damage to property.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 13 different types of emergencies are listed in the Action Guides at the end of this plan.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- **Level 1 Emergency:** A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., "unknown white powder."
- **Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- **Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements. For Further information regarding specific emergencies consult the Action Guides at the end of this Plan.

Types of Emergencies & Specific Procedures

Aircraft Crash

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

Animal Disturbance

This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building.

Armed Assault on Campus

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

Biological or Chemical Release

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

Bomb Threat/ Threat Of violence

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. 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. During a bomb threat, cellular phones and/or handheld radios should not be used because their transmission could set off a radio-controlled bomb. The fire alarm and school bells should also be silenced so that they do not set off a radio-controlled bomb. Do not turn on or off the electricity to a building because this could set off a photoelectric bomb. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, Evacuate Building, or Evacuate Campus.

Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. The administrator and/or bus driver will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuate Bus.

Disorderly Conduct

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

Earthquake

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Evacuate Building, or Evacuate Campus.

Explosion or Risk Of Explosion

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radio active materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

Fire on School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

Flooding

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

Loss or Failure Of Utilities

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

Psychological Trauma

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the El Dorado County Office of Mental Health to request the services of the psychological crisis response team. Emergencies like those described above usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Suspected Contamination of Food or Water

This involves the suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

Tactical Responses to Criminal Incidents

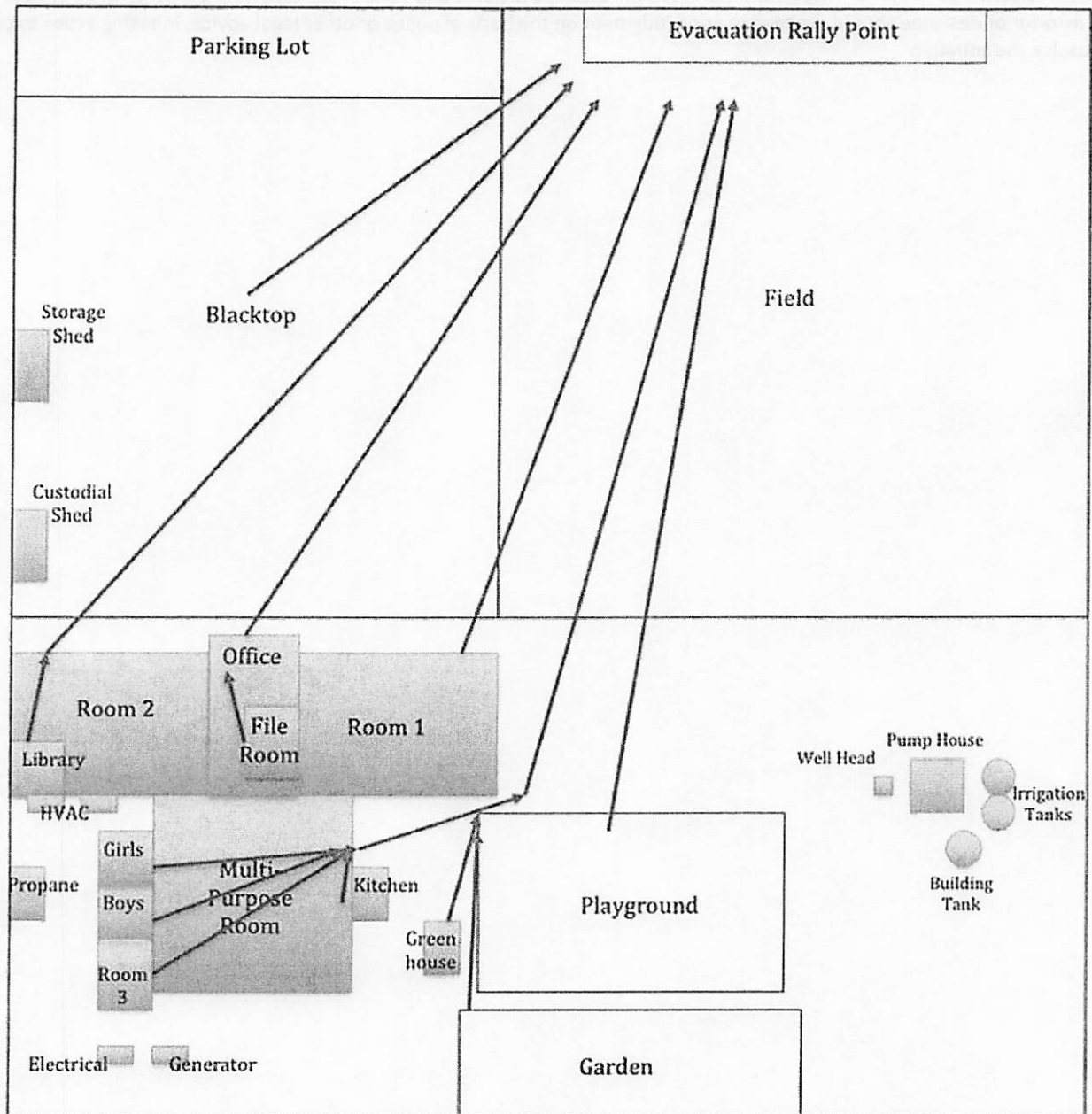
In the event of a tactical response on campus by law enforcement it is paramount that all school staff follow the instructions of Law enforcement and maintain their focus on keeping all students safe.

Unlawful Demonstration or Walkout

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. The main gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.

Emergency Evacuation Map

Indian Diggings School
General Evacuation Map



Action Guides

Part 1: Fire

Fire

When the site's fire alarm is activated, the local fire department will automatically be dispatched. When feasible, office staff will make a follow-up call to 9-1-1 to make sure emergency personnel have been dispatched, but only if the call can be made from a safe place and only after the office staff have made sure all personnel and students have been safely evacuated.

The school's staff will direct all non-emergency traffic away from the building.

The Administration will follow the pre-established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous.

Reminders

Students and teachers will exit the building through the designated doors. If the primary evacuation routes are blocked, alternate routes shall be taken.

Stay in the designated assembly area and account for all personnel and students.

When outside the building, each class moves quickly to a pre-designated location near the school. The meeting area should be at least 300 feet from the structure and out of the way of the fire department.

The teacher shall maintain control over the students for which he or she is responsible.

Do not block fire lanes or areas used by the fire department.

Do not re-enter buildings until authorized by fire department or the Administration.

If the fire is off site, wait for instructions from the Administration.

Only trained personnel should operate fire extinguishers or other fire suppression systems, and only after all students have been safely evacuated.

Action Guide 1: Fire Evacuation

Precipitating Events: Heavy smell of smoke, visual flames

Notification

Authorized Personnel: Any person observing the danger

Primary Method: Fire alarm pull boxes

Secondary Methods: Intercom, telephone, messengers.

Objective: Remove everyone to a safe area.

Goals:

1. Notify everyone on campus of the danger.
2. Move everyone to a predesignated assembly area.
3. Notify 9-1-1
4. Account for all people on campus.
5. Stop the spread of the fire.
6. Notify parents of the situation and advise them of the place and time for student release.
7. Release students in a safe and orderly manner.
8. Determine the safety level of all buildings.
9. Evaluate the incident.
10. Return to normal operations.

Response: Teachers in Classrooms

1. If the fire begins in your room, immediately evacuate everyone from the room, closing the door behind you, pull the nearest alarm pull-box upon or after leaving your room. Do not call 9-1-1 or the office from the room.
2. If the fire is not in your room, upon hearing the normal fire alarm evacuate everyone to the pre-designated assembly area closing the door behind you.
3. Once to the assembly area, take roll and inform the administration of any missing students or staff.
4. Constantly assess the situation and make changes as necessary, taking into account hazards that block the usual evacuation route, smoke and flames that may present a danger in the normal assembly area.
5. Once in a safe assembly area, wait for further instructions.

Response: Teachers Outside Classrooms

1. Anyone who observes flames or smoke in a building or in nearby wildland should immediately go to the nearest fire alarm pull-box and activate it.
2. Upon activation of the fire alarm instruct everyone who is outdoors to proceed immediately in an orderly manner to the predesignated assembly area. If the primary assembly area is unsafe, proceed to a safer area either on or off campus, keeping everyone together. Once in a safe area, notify the office of your whereabouts.
3. Do not go into any building to retrieve a roll sheet or for any other reason.
4. Once to your designated spot, take roll, even if you must do so by memory and inform the administration of any missing people.
5. Keep everyone in the assembly area until you receive further instructions.

Response: Other Personnel

1. Maintenance and office personnel will check public areas such as restrooms for any people who may not have heard the alarm.
2. The Administration will check to make sure all teachers have accounted for all people in their care.
3. Maintenance, the Administration and office staff will investigate the cause of the alarm.

Part 2: Earthquake

Earthquake

Indoors

DUCK, COVER, AND HOLD.

Get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

Outdoors

Move away from buildings, utility poles and vehicles. Avoid all downed wires or electrical lines. Do not run.

In Car

Stop vehicle in safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish phone contact with administration.

General

Be prepared for immediate aftershocks and ground motion.

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.).

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations.

Call 9-1-1, if you have an immediate emergency such as a fire or serious injury. Assist injured with first-aid treatment.

The students and staff shall remain in the duck and cover position for at least two (2) minutes. An announcement will be made by administration to "evacuate the building."

Follow the Fire Evacuation procedures from this point on.

Action Guide 2: Earthquake Evacuation

Precipitating Events: Earth shakes or rolls, possibly causing objects to rattle or fall.

Notification

Authorized Personnel: Every staff member

Primary Method: Staff member's observation

Secondary Methods: Intercom announcement

Objective: Keep everyone safe during the initial quake and safely move everyone to safer places as protection against after-shocks.

Goals:

1. Take protective action during the initial phase.
2. Account for all people present on campus.
3. Care for the injured.
4. Secure mutual aid from appropriate agencies.
5. Notify family members of students, staff and visitors when and where release will take place.
6. Inspect all building for safety prior to allowing anyone back in.
7. Release students in an orderly and safe manner.
8. Release information to the public as appropriate.
9. Evaluate the entire action and modify as necessary.
10. Return to normal operation when it is deemed safe to do so.

Response: Teachers in Classrooms

1. Instruct everyone to, "Duck and cover".
2. Remain in the "duck and cover" position for at least 2 minutes.
3. Assess the situation:
 - a. Wait for the "evacuate all buildings" announcement, usually two to three minutes after the initial shock.
 - b. If you determine your situation to be unsafe due to falling ceiling, walls, etc. and can determine that there is a safe exit route (free of other equally dangerous hazards such as falling structure or wiring), order the immediate evacuation of your area without waiting for the "evacuate all buildings" announcement.
4. Once cleared for evacuation, remove all people in your care to a safe outdoor area, usually the same evacuation area used in fire drills. Avoid areas near structures or power lines.
5. Be the last one out of the room.
6. Leave the door open to avoid the buildup of gas from possible leaks.
7. Once to the evacuation area, have students sit on the ground, take roll and wait for further instructions.

Response: Teachers Outside Classrooms

1. As soon as the ground begins shaking
 - a. Instruct everyone to move away from structures and power lines.
 - b. Have everyone sit or lie on the ground.
2. After the initial quaking has subsided, move all students/personnel to a safe outside evacuation area free from possible falling structures and power lines.
3. Have everyone sit on the ground.
4. Wait for further instructions.

Response: Other Personnel

1. Initiate "duck and cover" procedure.
2. After the initial shaking is through or after about 2 minutes, evacuate everyone to the pre-designated assembly area, making sure to avoid as much as possible structures and power lines.
3. Once to the evacuation area, have everyone sit on the ground.
4. Wait for further instructions.

Part 3: Possible Threat or Unsafe Conditions

Possible Threat or Unsafe Conditions

Situations that could pose a threat to students or staff may include the following:

- Animal near or on campus that poses no immediate threat to those inside
- Poor air quality (smoke)
- Unsafe weather conditions
- Possibility of dangerous individual nearby

The *possibility* of a dangerous person or situation in the general vicinity of the school demands precautionary measures that do not equal the alert level of a *known* threat on or near campus.

The administration may become aware of a possible threat via notification from a nearby prison, jail or youth authority institution, a public media announcement or information from parents or community members.

If the disturbance or perceived threat is affecting normal school or facility operations, the administration should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by using the phrase, "Shelter In Place." Site staff must follow the instructions included in the Action Guide that follows this page.

Reminders

If the situation is violent and may include the use of firearms, the administration or administration's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Administration and staff must follow all instructions given by responding law enforcement.

Action Guide 3: Possible Threat Shelter In Place

Precipitating Events: Report of an escaped prisoner or ward or of a local disturbance or weather condition in the general area

Notification

Authorized Personnel: Administrator, designee, office personnel

Primary Method: Announcement

Secondary Methods: phone message

Objective: Continue with limited normal operations while providing added security on campus.

Goals

Notify every person on campus of the situation.

Account for the whereabouts of every person on campus.

Patrol the campus with available personnel.

Provide escorts for students, visitors and staff as needed.

Notify family members of students, staff and visitors.

Release students in a safe and orderly manner.

Release information to the public as appropriate.

Provide counseling services as needed.

Evaluate the entire action and modify as necessary.

Return to normal operation.

Response: Teachers in Classrooms

Confirm all doors and windows are locked.

Advise all students that there is no immediate danger, we will be extra careful until the situation gets better. Take roll.

If someone needs to leave the classroom, notify the office.

When someone needs to leave the room, an adult escort will be provided.

Keep your class indoors until the "all clear" announcement is given.

Continue with normal indoor activities.

If additional notice is given announcing a full lockdown, follow the instructions in the Full Lockdown Action Guide

Response: Teachers Outside Classrooms

1. Outside Areas:

Tell everyone to return to their classrooms.

2. Indoor Areas:

A. If you are in a lockable room, lock it and stay there.

B. If you are in an unsecured area, assess the situation and either go to a secured area or stay where you are.

C. If there are students or visitors with you, keep everyone inside.

D. If anyone needs to leave the room, notify the office and an adult escort will be provided.

Response: Other Personnel

If you are in a classroom, remain there and give aide to the teacher in charge.

If there is no teacher in the classroom, act on behalf of the teacher.

If you are in an outdoor area, assist the teacher in charge.

If you are in an outdoor area and there is no teacher present, act on behalf of the teacher.

If you are in a secured room, remain there.

If you need to leave a room, contact the office first.

If you are in an unsecured room, assess the situation and either go to a secured room or remain where you are.

If you are available to help patrol the school grounds, contact the office with that information.

Administrator:

1. Attempt to verify the situation by contacting the appropriate law enforcement authorities.

2. Initiate the precautionary lockdown if appropriate based on the information available.

3. Be prepared to upgrade the alert status to a full lockdown if information received warrants it.

4. As soon as possible use the All-Call system to contact parents in an effort to control rumors.

Part 4: Intruder on Campus/Civil Unrest

Intruder on Campus/Civil Unrest

Any threatening disturbance should be reported immediately to the administration.

If the disturbance is affecting normal school or facility operations, the administration/administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by using the phrase "Full Lock-down." Site staff must follow the instructions included in the Action Guide that follows this page.

Reminders

If the situation is violent and may include the use of firearms, the Administration or Administration's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Administration and staff must follow all instructions given by responding law enforcement.

Hostage Situation

In the event that a person or persons have taken one or more school children and/or staff captive and are holding with the intent of making demands of the authorities, school staff must take special actions.

A hostage situation could take place in the open (e.g. the playground) or out of sight of everyone but the hostages and victims (e.g. classroom, office). It is possible that the situation could exist for quite a few minutes before anyone else becomes aware of it.

As in all special circumstances, the first responsibility of staff is to protect the unaffected and themselves from becoming victims, and then do what is possible and practical for the hostages themselves.

It is of the utmost importance to remain calm and make no sudden moves that could cause the hostage-taker to take further, violent action. Speak in a controlled manner, instructing students in the area to walk to a safer place. Tell the hostage-taker what you are doing so he/she will expect the action and not be surprised by sudden movement.

Notify the sheriff's office as soon as possible. Do not attempt to be the "negotiator" in this situation. Law enforcement personnel have received specialized training and will know what to do when they arrive. Your job is to keep the situation from getting worse by keeping the perpetrator calm.

Action Guide 4 Intruder on Campus/ Civil Unrest Full Lockdown

Precipitating Events: Dangerous person or animal on or near campus, uncontrollable mob or gang on campus

Notification

Authorized Personnel: Administrator, designee, office personnel

Primary Method: Announcement

Secondary Methods: phone message

Objective: Separate all students, staff and visitors from a dangerous intruder, and keep them in a safe place until the intruder has been removed from the area.

Goals

Notify every person on campus of the danger.

Account for the whereabouts of every person on campus.

Remove the intruder from the area.

Care for the injured.

Notify family members of students, staff and visitors.

Release students in a safe and orderly manner.

Release information to the public as appropriate.

Provide counseling services as needed.

Evaluate the entire action and modify as necessary.

Return to normal operation.

Response: Teachers inside the Building

Move all people to room 3 reducing exposure to outside windows and doors.

Turn out all lights.

Lock all doors and windows without exposing yourself to outside viewing. Exception: if action must be taken while students are in a hallway or on a playground right outside the classroom, make a quick check through a partially opened door, and admit students who are in the immediate area *if you deem it safe to do so*.

Close any window coverings if you can do so without exposing yourself to danger and have everyone sit on floor.

Take a count of all people in the classroom.

Make a list of all people in the classroom.

Stay near the telephone, but do not make any calls unless you have an immediate need (i.e. person injured).

When office personnel call, give the following information:

A. Names of students, staff or visitors missing from your room.

B. Names of any students absent from school.

C. Names of any people in your room who normally are not there.

D. Names of any injured people and the nature of their injuries.

9. Monitor the people in the room, maintaining silence and keeping people off their cell phones (cell phones could possibly set off a bomb and there is a problem with jamming the tower's capacity).

Response: Teachers and Students Outside Classrooms

1. Outside Areas:

Assess the situation and direct students to take the safest action:

1) Run to the nearest door and continue to room 3.

2) Follow you away from the school but stay in a group. If this action is taken, take the following routes:

a) Back Gate: Continue down slope, turn left at the dirt road, continue till you reach Omo Ranch Rd, cross to the house there, contact the owner, call 911, and wait for retrieval.

b) Side Gates: move to the house, if safe contact the occupant, ask for shelter, call 911, and wait for retrieval.

c) Front Gate: Move across the street and behind the Fire House. When safe move down Slug Gulch Rd to the nearest house, contact the owner, call 911, wait for retrieval.

Response: Other Personnel

Follow above procedures depending on your location. Stay with students and assist the administration when needed.

Part 5: Medical Emergency

Medical Emergency

In the event of a medical *emergency* by faculty, staff member, visitor or student the following procedures shall be followed.

- ❑ The injured or ill person should immediately get help by contacting the office or nearest staff member.
- ❑ If office personnel believe that a true emergency exists, they should contact 9-1-1.
- ❑ As soon as practical, the office staff should ask for assistance from on-site personnel trained in first-aid or CPR.
- ❑ On-scene staff should not attempt to move the injured or sick person.
- ❑ The Administration will arrange for the notification of the parent(s), legal guardian(s), or nearest relative of the person with the medical emergency.

Reminders

- If the student *has not* been transported to the hospital let the parent decide whether or not he/she wants the student taken to an emergency room and to which hospital he/she would like the student taken.
- Let the parent decide if he/she would rather come for the student and take him/her to the emergency room.
- If the student *has* been transported to the hospital assign a staff member to accompany the student to the hospital.
- Depending upon the nature of the medical emergency the news media may seek inquiries. The Administration will handle this situation.

Action Guide 5: Medical Emergency

Precipitating Events: Person is reported to be, or is observed to be, injured or experiencing a medical emergency such as shortness of breath, chest pains or other traumatic signs or symptoms.

Notification

Authorized Personnel: Anyone receiving a report or observing the person, including students

Primary Method: Personal report or observation

Secondary Methods: None

Objective: To provide necessary medical aid to injured or ill person.

Goals:

1. Prevent further injury or medical degradation.
2. Prevent others from becoming injured.
3. Provide advanced care when needed.
4. Notify appropriate relatives.
5. Evaluate the incident.
6. Return to normal operation as soon as possible.

Response: Teachers Inside Classrooms

1. Determine the nature of the injury or illness.
2. If you can do so without taking time away from accomplishing step #3, tell students to go to a neighboring classroom (If you are the patient, do not send all the students away. Have several of the most responsible ones remain).
3. Notify the office via student messenger.
4. Be prepared to answer the following questions when asked by administration or emergency personnel:
 - a. The name and approximate age of the patient.
 - b. Is the patient breathing? Is the breathing labored?
 - c. The signs of the patient (visible things such as blood, deformities, red face, etc.)
 - c. The symptoms the patient makes known (subjective observations like fatigue, pain, numbness, etc.)
 - d. Do you know of any allergies the patient may have?
5. Follow basic first-aid procedures
 - a. Do not come into direct contact with another person's blood or other body fluids.
 - b. Do not move an injured person unless it is necessary to prevent further injury (i.e. fire, falling debris).
 - c. Assume that a head injury is accompanied by a neck injury and take precautions to keep the head/neck from moving.
 - d. Never give an unconscious patient anything to eat or drink.
6. Remain calm and observant.

Response: Teachers Outside Classrooms

1. Follow the same procedures listed above.

Exception: You will have to contact someone else for assistance by using messengers.
2. Try to provide the patient with protection from the elements (sun, rain, wind)

Response: Other Personnel

1. Office staff:
 - a. Get basic information from the reporting party.
 - b. If there is a true emergency, call 9-1-1.
 - c. Contact the administrator or a designated, trained first responder to investigate.
 - d. If possible, keep the line with the reporting party open while another line is used to call 9-1-1.
 - e. Do not hang up with the 9-1-1 operator until they tell you to do so.
 - f. Arrange for someone to meet the responding ambulance or fire vehicle and guide them to the incident location.
2. Administrator:
 - a. Determine the level of emergency.
 - b. Determine if there is additional danger to other people and mitigate any hazards.
 - c. Provide for the care of displaced students.
 - d. Contact the appropriate relatives of the patients.
 - e. Debrief all parties following the incident and make adjustments as necessary.

AED Policy

Notification

Ambulance service may vary depending on availability. Call 911 in all instances when the AED is used.

Location of AED

The AED is located in the office.

Storage

The AED is stored in an unlocked cabinet across from the main door next to the copy area. The cabinet has a clear plexiglass door with the AED symbol prominent on it. The cabinet has an audible alarm that sounds when the door is opened. A sign is above the cabinet identifying the AED location.

Associated Equipment

One set of pads will be connected to the AED at all times (if possible) and a spare set of pads will be kept in the AED case. One rescue kit will also be stored with each AED. This kit will contain latex-free gloves, a razor, one set of trauma shears, a washcloth or small towel, and a pocket facemask or other barrier device.

Authorization to Use AEDs

Authorized staff will be those who have current certification in CPR and the use of AEDs from a recognized training agency. Additionally, trained and certified members of the general public are authorized to use the AED in cardiac emergencies. All trained and certified persons present in the building when a cardiac emergency occurs will constitute the emergency response team (ERT).

Procedure

In the event of an unresponsive individual on the grounds or in any of the buildings the office/administration is to be notified. 911 will be called immediately. A trained staff member will go to the location of the patient, assess the patient and if necessary, begin CPR. Another staff member or student shall go to the location of the AED and bring the AED to the patient. Any remaining members or bystanders should be used for crowd control or should be sent to key intersections to direct emergency personnel.

Protocol for the Use of the AED

IMMEDIATELY UPON ARRIVAL, CHECK THE SCENE FOR SAFETY, AND THEN VERIFY SUDDEN CARDIAC ARREST:

- ☐ Verify unconsciousness
- ☐ If no response, call or have someone CALL 911
- ☐ Don appropriate personal protective equipment
- ☐ Verify no breathing
- ☐ Perform CPR by
 - Baring the patient's chest
 - Providing 30 chest compressions followed by 2 rescue breaths
 - Continue compressions and breaths on a ratio of 30:2 for approximately two minutes. Count out loud: 1,2,3, etc.
 - After two minutes, check for signs of circulation. If circulation is absent, continue CPR
- ☐ As soon as the AED arrives:
 - Place the AED near the patient's ear
 - Turn on the AED
 - Prepare the patient's chest
- ☐ Cut or tear away clothing
- ☐ If excessive chest hair, shave it
- ☐ If medication patch where pads are to be placed, remove it with gloved hand, wipe off medication and discard
- ☐ Dry the chest, if wet, or move patient to a dry area if lying in water
- ☐ If patient is lying on a metal surface, move him
- ☐ Pads should be attached at least one inch away from an implanted pacemaker/defibrillator
- ☐ Apply defibrillation pads as per diagram on machine
- ☐ Clear the patient as the AED analyzes heart rhythm and again immediately prior to shock delivery
- ☐ Deliver shock when prompted by pushing the 'shock' button. Check for signs of circulation. If absent, perform CPR for two minutes. Continue sequence of one shock and two minutes of CPR until 'No shock' prompt or EMS arrives. If no shock advised, check for signs of circulation
 - If no circulation, continue CPR
 - If circulation present, check breathing
 - If no breathing, provide rescue breaths – one every five seconds
 - If breathing is restored, move the victim to the recovery position.
 - Do not remove pads from patient's chest and do not disconnect pads from the AED
 - When EMS arrives, the rescuer will continue the AED protocol until EMS personnel acknowledge they are assuming responsibility for patient care.

Contradictions

- ☐ The AED should not be attached to persons who are breathing, conscious, or responsive
- ☐ The AED should not be used with children under the age of one (1) year
- ☐ If the victim is less than eight (8) years of age and if the facility has them, pediatric pads should be used. If no pediatric pads are available, adult pads can be used on a young patient as long as they do not overlap. Pediatric pads should never be used with adult patients.

Post Use Procedure

Following any use of the AED

- ☐ Complete an incident report.
- ☐ Supply any recorded data from the rescue and all electronic files captured by the AED, if requested
- ☐ File a copy of incident report.
- ☐ Restock electrode pads, batteries, razors, gloves. Inspect all supplies for any damage, expiration dates and required replacement
- ☐ Clean the AED. Inspect the exterior and connector for dirt or contamination
- ☐ Notify staff AED is back in service

Post Event Review

Following each use of an AED by the ERT or a volunteer responder, a review shall be conducted to learn from the experience. All key participants in the event shall participate in the review. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as stress debriefing.

Monthly System Check

Once each calendar month, the campus supervisor shall conduct and document a system check.

The check shall include review of the following elements:

- ☐ Emergency kit supplies
- ☐ AED battery life
- ☐ AED operation and status
- ☐ Pad expiration date

Periodic Drills

Drills will be held (monthly, quarterly, and semiannually) to help rescuers practice and retain their skills. These drills will generally be conducted with small teams of rescuers and they will be unannounced. The person conducting the drills will provide feedback and guidance as necessary.

Part 6: Field Trip Car Emergency

Field Trip Car Emergency

The following steps should be taken during a field trip.

1. Student authorization release forms should be kept on file in the school's main office.
2. Before a car leaves with the students, a list of riders for each car will be left at the school. Riders are informed of their expectation to travel in the car they are assigned.
3. A copy of the list will be given to the chaperones.
4. Teachers will take roll prior to the car departure at every stop.
5. If an accident occurs while en-route, the driver will contact the administration informing them of the accident, location, and number of students in the car. The chaperon and/or teacher will contact emergency personnel if emergency medical treatment is needed. The chaperone and/or teacher will contact administration informing them of the accident and any emergency care.
6. In the event emergency care is given, the administration will contact the chaperone/teacher's or student's primary contact. The Administration will also use the rider list to notify parents of the accident.
7. The Administration should consider using All-Call to broadcast a general announcement concerning the accident to control the spread of rumors.

****THERE IS NO ACTION GUIDE INCLUDED***

Part 7: Bomb Threat

Bomb Threat

If you observe a suspicious object on property, **DO NOT HANDLE THE OBJECT. FOLLOW PROCEDURES IN PART 8 "SUSPICIOUS MAIL/PACKAGES"**

GENERAL INFORMATION:

1. Receiving the call: Follow procedures on the following page.
2. If the threat is in a letter or note, in order to preserve fingerprints don't handle the envelope or paper any more than necessary.
3. Notification Procedures: Follow the Action Guide that follows.
4. To prevent panic, people will only be notified on an as-needed basis.
5. If the location the alleged bomb is not specifically designated, students will be kept in the classroom (Shelter-In-Place procedures)
6. The administration will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.
7. The decision to search the building will be made in conjunction with law enforcement authorities and may be performed by them.
8. The administration will authorize reoccupation of an evacuated building only after consulting with law enforcement authorities.

**Action Guide 7:
Bomb Threat
Shelter In Place / Full Lockdown
/ Evacuation
[PAGE 1 OF 2]**

Precipitating Events: Phone call received, letter or note acquired, in-person threat.

Notification

Authorized Personnel: Administrator, designee, office personnel, maintenance

Primary Method: Person-to-person

Secondary Methods: intercom, phone message or fire alarm

Objective: Isolate potential threat area by evacuating to or sheltering all students, staff and visitors in the safest areas.

Goals:

Notify all staff of the danger.

Determine the safest places for people to be.

Initiate and modify as needed sheltering or evacuation orders.

Account for the whereabouts of every person on campus.

Determine the validity of the threatening claims.

Care for the injured.

Notify family members of students, staff and visitors.

Release students in a safe and orderly manner.

Release information to the public as appropriate.

Provide counseling services when needed.

Evaluate the entire action, and modify as necessary.

Return to normal operation.

Response: Teachers in Classrooms

1. You may be instructed to do a visual search of your classroom and report any suspicious devices. It is important that you do so without alarming your students, and *without touching* any backpacks, boxes or packages you deem to be suspicious. You will need to look for any objects that are not normally present in your room, or normal objects that appear to have been tampered with or moved from their normal places.

2. If instructed to inform students of the bomb threat, first instruct everyone to turn off all electronic devices: cell phones, two-way radios, etc., as they could trigger a device. If there is time, also turn off computers.

3. Follow instructions given by the administrator or designee.

a. If told to evacuate:

1) Tell students to take *their own* backpacks with them.

2) Close and lock the classroom door after you are sure everyone is out of the room.

b. If told to shelter in place:

1) Lock all doors and windows.

2) Do not allow anyone to leave the room.

3) Do not pick up or move any backpacks, boxes or packages.

Response: Teachers Outside Classrooms

1. Outside Areas:

a. Turn off all electronic devices.

b. Instruct all students and visitors to proceed immediately to the normal evacuation area.

2. Indoor Areas:

a. Turn off all electronic devices.

b. Follow instructions to either shelter in place or to evacuate.

c. If told to evacuate:

1) Instruct everyone in the room to proceed to the designated evacuation area.

2) Have everyone remove *their own* backpacks, boxes or package.

3) If you are able to do so, lock the door after making sure everyone has left the room.

Response: Other Personnel

EVERYONE SHOULD IMMEDIATELY TURN OFF ALL ELECTRONIC DEVICES INCLUDING CELL PHONES AND TWO-WAY RADIOS AS THEY MAY TRIGGER A DEVICE

1. Person answering a phoned-in threat: Follow instructions on Bomb Threat Checklist.

2. Office personnel: Notify the administrator or designee immediately.

3. Maintenance: Assist the administrator or designee in whatever tasks you are directed to do.

4. Instructional Aides: Assist the teacher you are with.

5. Site administrator/designee: Follow procedures on page 2.

Part 8: Suspicious Mail/Packages

Suspicious Mail/Packages

All incoming mail and packages should be handled with caution.

Below are indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Mail that ...

- ... is unexpected or from an unfamiliar source
- ... has excessive postage
- ... is addressed to someone who no longer works in the district
- ... is addressed to a current employee but with the wrong title
- ... contains several misspelled words on the envelope
- ... marked with restrictive endorsements such as "Personal" or "Confidential"
- ... has no return address or an address that cannot be verified
- ... mail that is from a foreign country
- ... shows a city or state in the postmark that doesn't match the return address
- ... is lopsided, oddly shaped, or has an unusual weight, given its size
- ... has protruding wires, strange odors or stains
- ... has powdery substance on the outside
- ... has an unusual amount of tape on it
- ... is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of attack by mail.

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call 9-1-1.

If you suspect it is a bomb follow the Bomb Threat Action Guide above.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police (911) or the U.S. Postal Inspection Service (415-778-5800).
- Supervisor should notify the district superintendent's office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

NOTE: Contacting the U.S. Postal Service is less likely to create a media event than the local police but their response may be slower.

****THERE IS NO ACTION GUIDE INCLUDED***

Part 9: Chemical/Biological Threat or Incident

Chemical/Biological Threat or Incident

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to administration.

The administration should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation.

A. If the agent is delivered via aircraft:

1. Immediately shelter all individuals inside the nearest available room.
2. If any individual has evidence of a chemical agent on their clothing, they should immediately remove that clothing. Others should not touch the clothing. The clothing should be isolated in a closet or plastic bag.
3. Contact the office immediately to ask for assistance.
4. Follow all other procedures in the Action Guide that follows.

B. If the agent is delivered via dispersion device that is outdoors, indoors or through the school's HVAC system: Follow the procedures in the Action Guide that follows.

In any situation involving biological or chemical weapons the administration and staff must follow all instructions given by officers of emergency response agencies. Administration will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control.

Action Guide 9: Chemical/Biological Threat or Incident Shelter in Place / Lockdown / Evacuation	Response: Staff in Threatened or Affected Areas <ol style="list-style-type: none"> 1. Threat. <ol style="list-style-type: none"> a. Gather as much info as possible about the specific type of chem/bio agent, its physical properties (airborne, powder, liquid; color, odor, quantity), its specific location, and how it will or has been released. b. Quarantine the threatened area and anyone potentially exposed until they can be medically cleared. c. Instruct potentially exposed individuals to avoid inhaling or touching the substance or each other. d. If threat is outside and if possible, move people to an unoccupied inside location and quarantine. e. Reduce risk of increasing exposure by closing window & doors and shutting down HVAC systems. f. Account for <u>everyone</u> in your area and report anyone missing that should be there. g. Wait for further information & instruction from school and public safety officials. 2. Suspected Exposure. <ol style="list-style-type: none"> a. Quarantine the area and anyone potentially exposed until they can be medically cleared. b. Instruct exposed individuals to avoid inhaling or touching the substance or each other. c. Gather as much info as possible about the potential chem/bio agent from those exposed (physical properties: airborne, powder, liquid; color, odor, quantity), exposure degree & type (touched, inhaled, ingested), any apparent physical reactions to the substance, and its specific location (floor, tabletop, air). d. Reduce risk of increasing exposure by closing window & doors and shutting down HVAC systems. e. <u>DO NOT</u> attempt to clean up any spilled contents. f. Cover the contents with anything handy (trash can, cardboard box, paper, trash bag, etc.) g. If threat is outside and if possible, move people to an unoccupied inside location and quarantine. h. Account for <u>everyone</u> in your area and report anyone missing that should be there. i. Wait for further information & instruction from school and public safety officials.
Precipitating Events: Receipt of threat or discovery of an alarming unidentified substance on or near campus.	
Notification Authorized Personnel: Administrator, designee, office personnel Primary Method: Announcement Secondary Methods: 1) phones, 2) messenger	
<p>Objective: Reduce risk of [further] exposure by locking down and maintaining segregation of all groups of personnel until public safety officials can test and release individual groups of people.</p> <p>Goals</p> <ol style="list-style-type: none"> 1. Persons immediately exposed to the potential chem/bio agent MUST remain where they are and try to avoid inhaling or touching the substance. 1. Announce LOCKDOWN and notify all staff to HOLD all students/persons in-place and report accountability by phone. 1. Call 911 to report the incident/threat and request medical support for anyone exposed to the substance. 1. Shut down all HVAC systems. 2. Via phone, explain situation and required actions to staff. 3. Direct staff to move people that are outside into unoccupied indoor areas. 4. Account for every person on campus. 5. Notify family members of students, staff, and visitors. 6. Release groups of students after cleared by public safety officials. 7. Release information to the public as appropriate via the administration and public safety officials. 8. Evaluate the entire action and modify as necessary. 9. Return to normal operation. 	Response: Staff in Other Areas (Indoors & Outdoors) <ol style="list-style-type: none"> 1. Indoor Areas: <ol style="list-style-type: none"> a. Lockdown buildings; move students from hallways/areas into adjacent classrooms. b. To reduce potentially increasing exposure: <ol style="list-style-type: none"> i. Close all windows & doors. ii. Shut down all HVAC systems. iii. Do not drink or use water from faucets. c. Account for <u>everyone</u> in your area and report anyone missing that should be there. d. Wait for further information & instruction from school and public safety officials. 2. Outdoor Areas: <ol style="list-style-type: none"> a. Assess the situation and determine if you can move people into an unoccupied indoors area, <i>especially if faced with an outdoor airborne agent.</i> b. Follow Indoor Areas procedures.
	Response: Other Personnel <ol style="list-style-type: none"> 1. If you are alone on campus, go to the nearest indoor structure and report to the teacher in charge. 2. If you are in a classroom or outdoor area, remain there and give aid to the teacher in charge. 3. If there are no teacher or staff present, take charge: Follow the actions specified on this page.

Part 10: Chemical or Hazardous Material Incident

Chemical or Hazardous Material Incident

If there is a chemical spill at a nearby industry, students should remain inside. Students who are outside should be taken inside as soon as possible.

If the chemical spill is an immediate danger to students and staff of the school, as indicated by mandates from the emergency preparedness agencies, students and staff should exit the building through doors on the side of the building opposite the industry site.

Standard fire drill procedures should be followed.

If a chemical spill occurs onsite, such as in a chemistry class, students in the area of the spill should be evacuated to an area outside.

Teachers shall proceed with emergency chemical spill procedure.

If a fire occurs during a chemical spill, the fire alarms will be activated, and the fire emergency procedures shall be followed.

The Administration will follow the pre-established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous.

Notify 9-1-1 of the chemical or hazardous material incident.

Follow all instructions given by the fire department when they arrive at the facility.

Action Guide 10: Chemical or Hazardous Materials Incident Shelter in Place / Lockdown / Evacuation

Precipitating Events: Hazardous materials or chemical spill on nearby roadway or industrial site. Chemical or hazardous materials spill on campus.

Notification

Authorized Personnel: Office personnel

Primary Method: Announcement

Secondary Methods: Telephone, messengers

Objective: Administer aid to affected students /personnel and shelter students and personnel in the most protected areas possible.

Goals:

1. Treat anyone directly affected.
2. Isolate the source of the spill.
3. Warn everyone on campus of the danger.
4. Contact appropriate emergency response agencies.
5. Secure appropriate personnel to clean up any on-campus spills.
6. Inform all parents of the incident.
7. Release all students and personnel to resume normal activities.

Response: Teachers in Classrooms

Precautionary Measures: Read and follow directions on all chemical containers. Become familiar with the first-aid procedures printed on all chemical containers prior to opening or using the chemical. Make sure you have any necessary first-aid materials present prior to opening any chemical container or using any chemical.

1. If the spill occurs in your room: Evacuate
 - a. Order all non-affected students and adults outside. Depending on the type of chemical that is spilled, it may be necessary to evacuate everyone, including affected students/personnel from the area.
 - b. Initiate first-aid for affected students by following standard procedures for that particular chemical. (Depending on the chemical, this may require removing affected clothing and/or applying copious amounts of water to skin and/or eyes, or placing the affected person in an emergency shower)
 - c. Do not attempt to clean the spill. Call the office and ask for a trained worker to do the clean up.
2. If the spill occurs someplace other than your room: Shelter In Place
 - a. Close all windows and doors.
 - b. Turn off the HVAC unit.
 - c. Do not call the office. Wait for further instructions.

Response: Teachers Outside Classrooms

1. If the spill has occurred outside any rooms
 - a. Move all students/personnel to the nearest available room
 - b. Shelter In Place, following instructions for "Teachers in Classrooms" above.
 - c. If due to wind direction or other circumstances you can determine that it would be more dangerous to move students in the direction of available rooms, move students to an available area upwind from the spill and contact the office as soon as possible to inform administrative personnel of your actions.
2. If the spill has occurred inside a room
 - a. Move all students/personnel to the normal evacuation site unless instructed to do otherwise
 - b. Wait for further instructions.

Response: Other Personnel

1. Do not attempt to clean up any spills
2. Follow the directions given by office and/or emergency personnel to either shelter in place or evacuate

Part 11: Aircraft Crash, Explosion, or Similar Event

Aircraft Crash, Explosion, or Similar Event

If possible, “duck and cover” under a desk or table.

When an airplane crash occurs and the impact scatters debris into a classroom, students and teachers should immediately take cover under their desks.

The school’s administrator or other office personnel will call the local fire department or other emergency agencies.

Assist any injured people requiring first-aid treatment.

When the initial phase of the crash has ended, teachers and students should evacuate the building by following the normal evacuations procedures. If normal evacuations routes are blocked, alternate routes should be used.

Assist any persons who have physical problems evacuating the building.

When outside the building, each class moves quickly to a pre-designated location near the school. Possible alternative evacuation sites include the Fire House across the street, Pioneer Park, or the El Dorado Fair Grounds in Placerville.

The teacher shall maintain control over the students for which he or she is responsible.

The school’s staff will go to entrances on the school site when possible to direct all non-emergency traffic away from the buildings. Keep fire lanes, streets and walkways open for emergency responders.

The Administration will follow the pre-established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous.

Stay in assembly area and account for all personnel and students.

Do not return to buildings until authorized by the fire department or Administration.

Action Guide 11: Aircraft Crash, Explosion, or Similar Incident Evacuation

Precipitating Events: Loud, explosive sound accompanied by smoke or fire.

Notification

Authorized Personnel: All staff

Primary Method: Observation

Secondary Methods: Intercom announcement, phone, messengers.

Objective: Protect all people on campus from collateral effects and evacuate everyone to a safer area.

Goals:

1. Obtain mutual aid assistance from emergency response agencies.
2. Evacuate everyone to a safer area.
3. Treat injured.
4. Account for every person on campus.
5. Secure the site to prevent others from injury.
6. Notify parents of the incident and inform them of the time and place for the release of students.
7. Inform the general public of the situation.
8. Release students in an orderly and safe manner.
9. Evaluate the incident.
10. Return to normal operations.

Response: Teachers in Classrooms

1. Initiate the "duck and cover" procedure upon hearing the first explosion.
2. In most cases the fire alarm will be sounded, and normal evacuation procedures should be followed.
3. If no alarm is sounded, possibly due to a power outage or damage to wiring, assess the situation and evacuate everyone by a safe route to the predesignated assembly area.
4. Be aware of the possibility of secondary explosions.
5. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, preferably upwind from the location of the incident.
6. Care for the injured in your care. Inform the office about any injured people as soon as possible.
7. Wait for further instructions.

Response: Teachers Outside Classrooms

1. Instruct everyone to lie flat on the ground.
2. Do not enter any buildings.
3. Assess the situation:
 - a. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.
 - b. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
4. Care for any injured people.
5. Notify the office of any injuries as soon as possible.

Response: Other Personnel

1. Safety personnel should immediately assess the need for mutual aid.
2. Security personnel should immediately block access to the site except for emergency vehicles.
3. Office personnel should notify 9-1-1 and assess the situation to determine if alternate evacuation sites should be used.

Part 12: Flood

Flood

Reminders

The Administration will follow the pre-established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous.

Determine if the flow or pool of water is increasing in size near any classroom, assembly or evacuation area. If so, consider moving classroom, assembly or evacuation area to an alternate area.

Safe shelter should be maintained throughout the flood period.

All employees of the District are disaster service workers and are subject to assignment to disaster service activities assigned to them by their superiors. Each school Administration or site manager is considered to be an Emergency Service Supervisor in regard to teachers and non-certificated employees at the individual sites. (California Government Code Section 3100, Title I, Division 4, Chapter 4); All school employees could be recruited to aid in flood mitigation measures such as sandbagging.

Action Guide 12: Flash Flooding/ Flooding Shelter In Place / Evacuation

Precipitating Events: Heavy rainfall, swelling of creeks and rivers, NOAA warning

Notification

Authorized Personnel: Administrator, designee, or office personnel

Primary Method: Announcement

Secondary Method: Phones, messengers

Objective: Relocate all people to safe places through coordinated effort with City/County Emergency Services

Goals

1. Keep staff and students safe in buildings, if possible, and direct evacuation when advised or necessary
2. Move records to safer location
3. Stay tuned to local emergency stations for advice and information
4. Maintain communication with Area Administrator or Superintendent
5. Only the Superintendent can close the school
6. Assist with sandbagging efforts with maintenance, if directed
7. Release students in a safe and orderly manner
8. Release information to the public as appropriate
9. Evaluate the entire action, and modify as necessary
10. Return to normal operation

Response: Teachers in Classrooms

1. Once you have become aware of a flood danger, keep all students in the classroom.
2. Contact the office to report any students under your care who are not in the classroom.
3. While waiting for instructions to evacuate, enlist the aid of students to move books, records, supplies and other valuables that are stored close to the floor to desktops or other safe places that are two or more feet above the floor.
4. If your room is being inundated by water, contact the office immediately for instructions.
5. Once ordered to evacuate, keep all students together, close the door after everyone is out.
6. Never attempt or direct others to attempt to walk or wade through fast moving water. Report the situation and wait for rescuers.
7. Your first responsibility is to supervise your students but be prepared to help with other assignments as needed.

Response: Teachers Outside of Classroom

1. Do not attempt to return to a classroom if doing so requires walking or wading through fast-moving water.
2. Contact the office to inform them of your whereabouts and of those with you.
3. If safe to do so, relocate books, records, supplies and other valuables from the floor to higher areas in the room.
4. Once instructed to relocate, keep everyone together and close the door behind you.

Other Personnel

1. Maintenance workers should be the eyes and ears, checking in with the office to inform them of potential flooding hazards on campus.
2. Office personnel should monitor emergency weather channels and keep the Administration informed.
3. Other classified staff and volunteers should assist certificated person.
4. The Administration should determine if and when emergency evacuation is necessary, arrange for transportation and a relocation area.
5. Notify parents of the situation and the plans for relocation.

Part 13: Severe Windstorm Procedures

Severe Windstorm Procedures

In general, if severe winds are affecting a school or facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.

Close all windows and blinds and avoid auditoriums, gymnasiums and other building locations with free-span roofs.

Reminder

Avoid all areas that have large concentrations of electrical equipment or power cables.

Action Guide 13: Severe Winds Shelter In Place

Precipitating Events: High winds, possibly accompanied by rain, hail, lightning

Notification

Authorized Personnel: Administrator, designee, office personnel, personal observation

Primary Method: Announcement

Secondary Method: Phones, messengers

Objective: Remove all people on campus from unprotected areas, seek shelter in safest buildings

Goals

1. Evacuate students from rooms receiving full force of wind
2. Avoid gymnasiums and other enclosures with long roof spans
3. Tune classroom radios to local station
4. Keep students/staff inside until winds have subsided and it is safe to return to classrooms/outdoors
5. Release students in a safe and orderly manner
6. Release information to the public as appropriate
7. Evaluate the entire action, and modify as necessary
8. Return to normal operation

Response: Teachers in Classrooms

1. Close windows and pull curtains.
2. Move students to the safest area in the room, away from windows.
3. If you deem it necessary, give the "duck and cover" command and maintain that posture until the threat has passed.
4. If your room is receiving the full force of the wind, notify the office at once.
5. If told to evacuate, follow instructions; keep everyone together, report to the office once you have arrived in the relocation area.
6. Tune classroom radio to local station.
7. Take roll call; make note of missing students and those present from other classrooms.
8. Remain inside building until the "all clear" is given by authorized personnel.

Response: Teachers Outside Classrooms

1. Outside Areas:
 - A. Instruct students to freeze and listen for directions
 - B. Assess the situation
 - C. Direct students to take the safest action:
 - 1) Walk to your own classroom
 - 2) Walk to the nearest classroom
2. Indoor Areas:
 - A. If you are in a safe classroom/building, stay there and take appropriate action.
 - B. If you are in an outside area or in a building with long roof span, go to a safe classroom.
 - C. If there are students or visitors with you, keep everyone together indoors.

Response: Other Personnel

1. If you are in a classroom, remain there and give aid to the teacher in charge.
2. If there is no teacher in the classroom, act on behalf of the teacher.
3. If you are in an outdoor area, assist the teacher in charge.
4. If you are in an outdoor area and there is no teacher present, act on behalf of the teacher.
5. If you are in a safe classroom or building, close windows and pull curtains.
6. If you are in an unsafe area, go to a safe classroom or building.
7. As soon as practical, office personnel will call each classroom to determine every person's location and status.
8. **Office:**
 - a. Initiate emergency procedures.
 - b. Contact every room to account for all people on campus.
 - c. Monitor the emergency broadcast system.
 - d. When possible, the administrator should use the All-Call system to notify parents of the situation in an effort to control rumors.