Argonaut High School
Comprehensive School Safety
Basic Plan
December, 2021- March, 2023
Argonaut High School

Comprehensive School Safety Plan

December, 2021 – March, 2023
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Hazard- and Threat-Specific Annexes

The hazard- and threat-specific annexes:

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Do not repeat information presented in the basic plan or functional annexes.

Repeating information is not advisable for the following reasons:
School staff and students should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.

- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

On all incidents, immediately follow up with a Parent Square message so parents are aware of the situation and resolution.

**Emergency Responses**

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Incidents of Violence on Campus...
- Accident at School...
- Aircraft Crash...
- Air Pollution Alert...
- Allergic Reaction...
- Animal Disturbance...
- Biological Agent Release...
- Bomb Threat...
- Bus Accident...
- Chemical Accident (offsite)...
- Chemical Accident (onsite)...
- Civil Disobedience...
- Criminal Act...
- Death of a Student...
- Death of a Staff Member...
- Dirty Bomb...
- Earthquake...
- Explosion...
- Fire (offsite)...
- Fire (onsite)...
- Flood...
- Gas Odor/Leak...
- Hazardous Materials...
- Hostage Situation...
- Intruder...
- Irrational Behavior...
- Kidnapping...
- Medical Emergency...
- Missing Student...
- Motor Vehicle Crash...
- Pandemic Influenza...
- Poisoning / Contamination...
- Public Demonstration...
Appendix A

Site specific/Incident Specific

Those marked with an * are internal/confidential documents and not made available to the general public:

A. Emergency Phone Contacts
B. *District Contacts
D. * Students with Special Needs:
E. * Site Map:
   Evacuation Routes
   Hydrants, Shutoffs, Extinguishers
F. * Incident Command System Organization:
G. Bomb Threat Protocol
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I. Earthquake Protocol
J. Fire Protocol
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L. Lockdown/Active Shooter Protocol
M. Medical Emergencies Protocol
N. Resources
O. Reunification Plan
P. Shelter in Place Protocol
Q. Systems Failure Protocol

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Argonaut High School Safety Committee
<table>
<thead>
<tr>
<th>Torie F. Gibson, Ed.D.</th>
<th>Kandi Thompson</th>
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<tbody>
<tr>
<td>ACUSD, Superintendent</td>
<td>Board of Trustee, President</td>
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<tr>
<td>Sean Snider</td>
<td>Jared Critchfield</td>
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<tr>
<td>Amber Adams</td>
<td>Troy Gassaway</td>
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<tr>
<td>School Site Council President</td>
<td>Argonaut High School School, Principal</td>
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<tr>
<td>Carrie Foster</td>
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<td>Argonaut High School, Vice Principal</td>
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</table>
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INTRODUCTION

This Plan represents the Comprehensive School Safety Plan (CSSP) for Argonaut High School.

The Comprehensive School Safety Plan shall be evaluated and amended, as needed, by the school’s Safety Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented. (Education Code, Section 35294.293).

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

What is a Safe School?

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals, (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students that have affiliation and bonding to the school support, recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a neat appearance of the campus and classrooms.”

Source: “Safe Schools: A Planning Guide for Action”
California Department of Education

The Objectives of this Plan are to:
- Protect the life and safety of students and staff.
- Provide a framework for staff, students, parents, and community agencies to respond quickly and effectively to emergency situations, and educate them on their roles and responsibilities before, during, and after an incident.
- Protect school property and environment.
- Foster an awareness of the diverse emergency situations that can occur on or near the school campus.
- Facilitate the use of the school as an emergency facility (e.g. shelter site) at the direction of lawful authority.
- Facilitate the resumption of normal school activities in a timely manner.

Proactive Measures
Argonaut High School takes proactive measures to protect the safety of all of our students and staff members:
- District/School representatives attend safe school training and conferences.
• District/School representatives work in close collaboration with local emergency personnel to develop and maintain plans for coping with a variety of emergency response situations.
• The Safety Plan will be regularly reviewed and updated.
• School personnel and students practice emergency drills on a regular basis.

Actions taken during any type of emergency situation depend a great deal on the specifics of the incident.

If an incident occurs at school, we ask that parents do not go directly to the school. School staff are prepared to maintain as safe and normal an environment as possible within the school. School is not automatically canceled in emergency situations, and may be the safest place for children to be during some emergency conditions.

In times of emergency, a variety of local media will be used to provide information. Parents should:

• Listen for all-calls made through the school’s Parent Square messaging system for emergency updates. Be sure to listen to the recorded message in its entirety for the most accurate information. Parent Square will also be used to send email and text message blasts to parents and staff.
• Tune in to KVGC radio station.
• Visit the school’s website for emergency updates.

**District Vision for Safety**

The vision of our Comprehensive School Safety Plan is to increase the sense of “community” at our schools. Students, staff, and community members report that their own feelings of safety stem from a feeling that the school community is known, can be counted on for consistency, provides opportunities for sharing of feelings and needs, and is responsive to those needs. Many, if not all, of these components are present on our campuses at this time. However, we believe that we can promote an even greater sense of community through the steps outlined here.

Our goal is to ensure that students feel safe in school so they can do better in school. This also applies to staff. We want to provide an environment where there is less burnout, turmoil, or stress. This whole process is about helping students and staff perform their very best.
### COMPONENTS OF THE COMPREHENSIVE SAFE SCHOOL PLAN

<table>
<thead>
<tr>
<th>Component</th>
<th>Policy and/or Administrative Regulation</th>
<th>Location</th>
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<tbody>
<tr>
<td>Assessment of current status of school crime</td>
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<td>Identified programs and strategies to provide school safety</td>
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<td>Procedures for reporting child abuse</td>
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<td>BP/AR 0450</td>
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<td>BP 1112</td>
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<td>BP/AR 5020</td>
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<td>Questioning &amp; apprehension by Law Enforcement</td>
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<td>Procedures to notify teachers of dangerous students</td>
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<td>Suicide Prevention</td>
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<td>Hate crime policies and procedures</td>
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<td>Emergency Operations Plan</td>
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<td>Safe School Plan</td>
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<td>Individual Staff Binders</td>
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The Comprehensive Safe School Plan can be located in each school office and the district office.
ASSESSMENT OF CURRENT STATUS OF SCHOOL SAFETY/CRIME

Suspension and Expulsion Data

Suspension and expulsion policies are determined by the District. The District follows Education Code 48900 and District Policy/Administrative Regulations which outline discipline policies including suspensions, expulsions and student rights. We also use in-house suspension, community service, and recess or after school restrictions. Our schools emphasize student responsibility for personal actions and finding appropriate solutions.

In the 2020-2021 school year we had 5 suspensions and 0 expulsions.

Behavior Referrals

Each school has guidelines for behavior expectations as outlined in our family handbook and discipline policy which is sent home to be reviewed and signed by parents and students at the beginning of each school year.

By implementing our schoolwide positive behavior support systems (PBIS – Positive Behavioral Interventions and Strategies) over the past several years, we have achieved greater consistency in expectations and staff responses and overall fewer behavior issues.

Communication among staff and between home and school are facilitated by Referral Notices and Behavior Contracts where students describe the problem and their plan for improvement in the future.

In the 2020-2021 school year we had 105 behavior referrals.

Attendance Rates

Amador Public Schools coordinates a Student Attendance Review Board (SARB), and the Amador County Probation Department supports a truancy officer. We send notices to parents whose children are frequently absent, whether they are excused absences or not, and work with families to find solutions to help students be in school every day possible.

In the 2018-2019 school year the truancy rate for Argonaut was 22%.

Procedures to Notify Teachers of Dangerous Pupils

The District has procedures regarding notification of dangerous students based on the California Education Codes #49079, 44810, 44811, 48900, 48911(h), 49915.5, and 49915(b) and (c). There are also policies in place addressing employee security.

California Education Code #49079 requires that teachers are notified when one of their students has engaged in behavior that has resulted in suspension or expulsion as defined under California Education Code #48900 and related subsections. This provision is to include notification of this behavior for the prior three years, assuming the District has knowledge of such behavior.
In order to comply with this requirement, the following procedures are in effect: 1) At the beginning of each school year, office staff run a query from the student information system to come up with a list of students who have been suspended or expelled in the previous 3 years. This list is given to every teacher that has contact with the students on it. 2) All suspensions during the year are logged into the Student Information System. As students are suspended, a notice of suspension is copied to the student’s teacher and student’s cumulative file. 3) Each teacher has a computer with access to the Student Information System. This provides teachers the ability to access all disciplinary history for their students. 4) The Principal reviews the Cumulative Folder for all new students to review disciplinary history and to notify classroom teachers of previous suspensions or dangerous behaviors. These procedures will ensure that teachers have the three previous year’s information, along with updates as they occur during a given year.

**Procedures for Safe Ingress and Egress of Pupils**

Each school has its own process for parents dropping off and picking up students. The main consideration is that this happens in an efficient, orderly manner. In the event of an emergency, it would be critical to follow the ingress and egress procedures at each school to prevent traffic gridlock. In most cases, parents will be asked to pick students up from an alternate location, based on the circumstances of the particular emergency.

Safe parking, sidewalks, and crosswalks are provided where possible. Sheriff/highway patrol supervision is requested occasionally as needed.

**Rules and Procedures for School Discipline/Safe and Orderly Environment**

School rules are posted throughout the schools and can be found in the Parent/Student Handbook. The rules are sent home at the beginning of the school year to be signed and discussed by both parents and students. Consequences range from warning to suspension depending on student history and severity of behavior.

Classroom rules are established by each teacher and the students. They are displayed in a prominent place in the classroom. Class meetings are held in most classes on a weekly basis.

School rules address safety issues on the playground also. District signs are posted to inform that tobacco, alcohol, and other prohibited products are not permitted on the school grounds.

School discipline rules and consequences have evolved over the years and are reviewed and revised each year with input from teachers, parents, and students.

**Other Strategies**

The Amador County Sheriff’s Office and city police departments are responsive to calls from the schools.

We monitor visitors on campus and make every effort to know parents, grandparents and child care providers who might be on campus as volunteers or for student pick-up. All visitors/volunteers are required to sign in and to wear name tags when on campus during the
school day. In addition, the district has a clear volunteer policy and application that includes fingerprinting and other requirements.

We have agreed to keep classroom interruptions to a minimum to provide an orderly learning environment.

All staff members participate in mandatory workplace trainings each year. Certain staff members also receive first aid/CPR training on a two year rotation.

We check on absent students the same day of the absence.

Our staff works to present conflict resolution strategies in class to use them regularly.

We use praise and other tangible rewards for good behavior in classrooms and on campus.

**California Healthy Kids Survey (CHKS) Data**

The California School Dashboard provides a complete analysis of our CHKS results at https://www.caschooldashboard.org/reports/03739810000000/2019/conditions-and-climate#local-indicators

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**School Board Policy Statement**

The Amador Public Schools Comprehensive School Safety Basic Plan operates within the framework of the approved ACUSD School Board policies.

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**Situation Overview/Hazard Analysis Summary**

1. Office Population
Argonaut High School Business Services is currently located in a main office. The Triglia building and Stoney Creek Building also house administrative services.

2. School Population

a. General Population- 591 Students enrolled

b. Independence/Community Court School located at 525 Independence Dr Sutter Creek, CA, has a transient population. Community/Court School provides an educational placement for student grades 7-12 who have been expelled from their school, are on probation or have been referred by the Student Attendance Review Board.

c. Special Needs Population

Amador Public Schools is committed to the safe evacuation and transport of students and staff with special needs on each school site. The special needs population includes students/staff with:
- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

All buildings are wheelchair accessible. There is a handicap/wheelchair lift in the Multipurpose room for stage accessibility. The Triglia building has access to wheelchairs and other modalities necessary for handicap accessibility.
Operations Plan

3. Building Information

Argonaut High School is located at 501 Argonaut Lane, Jackson, CA 95642. The site includes 9 permanent buildings and 17 modular buildings on the site along with 4 parking lots for students, staff and visitors.

A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in the Appendix.

Hazard Analysis Summary

This Local Hazard Mitigation Plan (LHMP) Update serves to update the 2014 Federal Emergency Management Agency (FEMA) approved Amador County LHMP. The purpose of hazard mitigation is to reduce or eliminate long-term risk to people and property from hazards. Amador County, five incorporated communities, and ten special districts prepared this LHMP Update to the FEMA approved 2014 Amador County LHMP, in order to make the County and its residents less vulnerable to future hazard events.

This LHMP Update demonstrates the community’s commitment to reducing risks from hazards and serves as a tool to help decision makers direct mitigation activities and resources. This LHMP Update was also developed, among other things, to ensure Amador County and participating jurisdictions’ continued eligibility for certain federal disaster assistance: specifically, the FEMA Hazard Mitigation Grant Program (HMGP), Pre-Disaster Mitigation Program (PDM), and the Flood Mitigation Assistance Program (FMA).

Each year in the United States, natural disasters take the lives of hundreds of people and injure thousands more. Nationwide, taxpayers pay billions of dollars annually to help communities, organizations, businesses, and individuals recover from disasters. These monies only partially reflect the true cost of disasters, because additional expenses to insurance companies and nongovernmental organizations are not reimbursed by tax dollars. Many natural disasters are predictable, and much of the damage caused by these events can be alleviated or even eliminated. The purpose of hazard mitigation is to reduce or eliminate long term risk to people and property from hazards.

Hazard mitigation planning is the process through which hazards that threaten communities are identified, likely impacts determined, mitigation goals set, and appropriate mitigation strategies determined, prioritized, and implemented. This LHMP Update documents the hazard mitigation planning process and identifies relevant hazards and vulnerabilities and strategies the County will use to decrease vulnerability and increase resiliency and sustainability in the community.

This is a multi-jurisdictional plan with the following seeking approval of the plan by FEMA:

➢ Amador County*
➢ City of Amador City*
➢ City of Ione*
➢ City of Jackson*
➢ City of Plymouth*
➢ City of Sutter Creek*
➢ Amador Water Agency*
The Amador County Planning Area is vulnerable to numerous hazards that are identified, profiled, and analyzed in this Plan. Floods, earthquakes, drought, levee failures, landslides, wildfires, and other severe weather events are among the hazards that can have a significant impact on the County. Table ES-2 details the hazards identified for this Amador County LHMP Update.

**Mitigation Assessment**

Based on the results of the risk assessment, the participating jurisdictions and the Hazard Mitigation Planning Committee (HMPC) developed a mitigation strategy for reducing the County’s and all participating jurisdictions’ risk and vulnerability to hazards. The resulting Mitigation Strategy for the Amador County Planning Area is comprised of LHMP goals and objectives and a mitigation action plan which includes a series of mitigation action projects and implementation measures. Based on the risk assessment, the HMPC identified goals and objectives for reducing the Amador County Planning Area’s vulnerability to hazards. The goals and objectives of this multi-hazard mitigation plan are:

**Goal #1: Provide protection for people's lives, property, public health, and the environment and reduce losses from natural hazards.**

- Minimize impact to existing development
- Minimize impact to future development
- Minimize risk and vulnerability to wildfire
- Minimize risk and vulnerability to flood
- Minimize risk and vulnerability to dam failure
- Minimize economic and resource impact
- Promote resiliency strategies

**Goal #2: Provide protection for critical facilities, infrastructure, utilities and services from hazard impacts**

- Implement critical facility upgrades and mitigation measures to ensure reliability of services
- Update and maintain GIS list of critical facilities: Essential Services, At-Risk Populations, Hazardous Materials Facilities

**Goal #3: Improve community (public and stakeholder) awareness, education, and preparedness to natural hazard events**
➢ Enhance public and stakeholder outreach, education and preparedness program to include all hazards of concern
➢ Increase public and stakeholder knowledge about the risk and vulnerability to identified hazards and how to take responsibility for and mitigate these risks with a focus on high priority hazards such as wildfire and flood
➢ Leverage existing public outreach and education mechanisms such as community coalitions and other existing forums; expand social media presence and local community boards
➢ Increase use of technology to communicate hazard information (e.g., GIS)
➢ Provide education and outreach on evacuation routes, roles and responsibilities, as well as on various emergency communication modes

Goal #4: Increase communities' ability to be prepared for, respond to, and recover from a disaster event
➢ Improve community capabilities to mitigate hazards and reduce losses
➢ Improve interagency (local, state, federal) emergency coordination, communication, and operational capacity to ensure effective community preparedness, response and recovery
➢ Increase the capacity to respond and recover, countywide
## Identified High –Priority Hazards

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>Urban and Wildfire</td>
<td>Fire hazards are the most prevalent type of hazard. Accepting Amador County’s terrain, climate, rainfall and forest land, it is a certainty that significant wildland fires are going to continue as a threat. Generally, the fire season extends from early spring to late fall. Fire conditions arise from a combination of hot weather, an accumulation of vegetation, and low moisture content in the air. These conditions, when combined with high winds and years of drought, increase the potential for wildfire to occur. Arson and or a commercial fire will continue to remain as serious threats to the commercial and business vitality of the county’s towns and cities and developed commercial areas. Enforcement of the county and municipal building, hazardous materials and fire codes will greatly mitigate against future losses of this type. Weather components such as temperature, relative humidity, wind, and lightning also affect the potential for wildfire. High temperatures and low relative humidity dry out the fuels that feed the wildfire creating a situation where fuel will more readily ignite and burn more intensely. Wind is the most treacherous weather factor. The greater a wind, the faster a fire will spread, and the more intense it will be. Winds can be significant at times in Amador County. North winds in Amador County are especially conducive to hot, dry conditions, which can lead to &quot;red flag&quot; days indicating extreme fire danger. Winds coming from the southwest have also been noted as a concern in the western third of the County. In addition to wind speed, wind shifts can occur suddenly due to temperature changes or the interaction of wind with topographical features such as slopes or steep hillsides. Lightning also ignites wildfires, often in difficult-to-reach terrain for firefighters. Related to weather is the issue of recent drought conditions contributing to concerns about wildfire vulnerability. During periods of drought, the threat of wildfire increases.</td>
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<tr>
<td>Severe Weather</td>
<td>Rain, snow, lightning and high winds are other natural threats to Amador County. Transportation for students is one of the main concerns relating to severe storms. The Amador County Office of Emergency Services, CalTrans, Amador Public Schools, and the California Highway Patrol work together to determine school closures as needed.</td>
</tr>
<tr>
<td>Flood</td>
<td>Flooding is a natural feature of the climate, topography, and hydrology of Amador Public Schools and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.</td>
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<tr>
<td>Hazardous Materials</td>
<td>Hazardous materials incidents may occur anywhere and at any time in Amador County. The potential for a hazardous materials incident in</td>
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Amador County depends on the volume, distribution, and/or use of chemicals and other hazardous substances in a particular area. An assessment of the known hazardous material threats within Amador County has been developed. In general, the likelihood of a hazardous materials incident is greatest in the following areas:

1. **Transportation Routes**
   Highways, railways, and commercial and military aviation routes constitute a major threat because of the multitude of chemicals and hazardous substances transported along them.

2. **Illegitimate Business**
   Illegitimate businesses, such as clandestine drug laboratories, are a significant threat to human health, property, and the environment. In many instances, the residue is discharged into a public sewer or private sewage disposal system, or is dumped in remote areas of the county or along the side of the road, posing a serious health threat to the unsuspecting person who stumbles across it.

### Earthquake
Amador County is located in a relatively aseismic area with respect to other more seismically active areas in California. Amador County itself is traversed by the Foothills fault system, a complex series of northwest trending-faults that are related to the Sierra Nevada uplift, and whose activity is little understood, running from about Oroville in the north to east of Fresno in the south. This system contains the closest and most potentially significant faults in the area, and includes the potentially active Bear Mountains fault, Melones fault, and Cleveland Hills fault, among others.

Additionally, western Amador County may experience ground shaking from distant major to great earthquakes on faults to the west and east. For example, to the west, both the San Andreas fault (source of the 8.0 estimated Richter magnitude San Francisco earthquake that caused damage in Sacramento in 1906, including the State Capitol, the full extent of which was not discovered until the mid-1970s) and the closer Hayward fault have the potential for experiencing major to great events (i.e., >6.7). The US Geological Survey recently (February 2004) estimated that there is a 62 percent probability of at least one 6.7 or greater magnitude earthquake occurring that could cause widespread damage in the greater San Francisco Bay area before 2032.

### Human Health Hazards
“The impact to human health that wildlife, and more notably, insects, can have upon an area is substantial. The feared avian flu pandemic initially predicted in 2006 and again in later years would be expected to have serious consequences to human health and economics worldwide. Amador County due to its relatively dispersed population may be impacted differently than the states' major urban areas and their impacted human population.

**West Nile Virus**

Amador County recognizes the potential for WNV to occur within the County and has initiated a public outreach campaign and a limited control program. The Amador West Nile Virus task force has managed the risk of WNV through focused efforts at reducing the mosquito population and educating the public.

**Pandemic Flu (Covid-19)**

Every few decades an influenza outbreak occurs with a virus that is particularly virulent and contagious resulting in national or even international concerns for human health and welfare. The influenza virus is
particularly dangerous to the very young and old, people with a suppressed immune response or have a susceptibility to respiratory disease from a pre-existing condition(s).

Key improvements to Amador County's infrastructure and communication channels have improved epidemiological surveillance capabilities, more efficacious responses to anomalies and aberrations in both the healthcare and educational systems, and improved communication between public entities, with healthcare providers, and to the public at large.

<table>
<thead>
<tr>
<th>Intruder</th>
<th>While a hostile intruder incident has never occurred at Amador Public Schools, like any educational site, it is vulnerable to intruders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrorism</td>
<td>Amador Public Schools, like other public institutions, is vulnerable to terrorist activity.</td>
</tr>
</tbody>
</table>

## Vulnerabilities

<table>
<thead>
<tr>
<th>Fire</th>
<th>The County's single largest risk for human life and financial loss is fire. Wildland fires and, in particular, fires that impinge on the wildland urban interface have cost County residents the most financially and in loss of life. The combined efforts of all involved parties maintain a tapestry of vigilance, preventative efforts and rapid response to the wildland fires threat. Residential developments in wildland areas and limited forestland management resources have created and will perpetuate an environment of dense fuel reserves with seasonal wildland fire risk to the County's residents and their improvements. Our best strategy to date has been to thin fuel sources at wildland urban interfaces, educate residents, and provide a rapid response to wildland fires when they start.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severe Weather</td>
<td>Severe weather across the County routinely leads to regional power outages, isolation of vulnerable regions (single access road closures), and white-out conditions on roadways. Deep snow, strong winds and severe cold have also created unsafe living conditions for vulnerable members of our community. The County recognizes these risks and supports a number of education and outreach programs targeted and reducing the continuing risks of severe weather across the County.</td>
</tr>
<tr>
<td>Dam Break</td>
<td>According to data provided by Amador County, Cal DWR, and Cal OES, there are 42 dams in Amador County that were constructed for flood control, storage, treatment impoundments, electrical generation, and recreational purposes. 23 of these fall under the jurisdiction of the DSOD (jurisdictional dams described above). DSOD has mapped these dam locations. 19 of these dams do not fall under the DSOD jurisdiction. Of these 23 jurisdictional dams in the County, 2 were rated as extremely high, 6 is rated as High Hazard, 6 as Significant Hazard, and 9 as Low Hazard. In addition, there are 10 dams located outside the County (from DSOD data) that could cause damage to Amador County.</td>
</tr>
</tbody>
</table>
4. Preparedness, Prevention, and Mitigation Overview

**Preparedness** is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Amador Public Schools fosters preparedness at all levels. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

**Prevention** includes actions to avoid an incident or to intervene to stop an incident from occurring. Amador Public Schools is committed to taking proactive prevention measures whenever possible to protect the safety and security of staff, students, and visitors. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our schools.

**Mitigation** includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Amador Public Schools has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Amador Public Schools was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, existing requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards. Regular fire inspections and recommendations are conducted at Amador Public Schools. Regular drills are conducted with evacuation routes practiced with students and staff.
D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Amador Public Schools to deviate from the plan if certain assumptions prove not to be true during operations. The School Safety Basic Plan assumes:

- The community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of Amador Public Schools affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the offices may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to students, staff, and visitors. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the staff to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive office environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the School Safety Basic Plan and providing frequent opportunities for stakeholders (staff, students, board members, first responders, etc.) to exercise the plan can improve Amador Public Schools readiness to respond to incidents.
- A spirit of volunteerism among employees will result in their providing assistance and support to incident management efforts.
2. Limitations

It is the policy of Amador County Unified School District (ACUSD) that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Amador Public Schools can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the office and school site staff generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Amador Public Schools participates in the local government’s NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.
Amador Public Schools recognizes that staff will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers. Amador Public Schools works with local government agencies to remain NIMS compliant.

NIMS compliance for school districts includes completing the following:
- Adopt the use of the Incident Command System (ICS). ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. Amador Public Schools will make every effort to promote ICS 100 training on school sites.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. Amador Public Schools will make every effort to promote IS-700 training on school sites.
- Participate in local government’s NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan’s procedures and hazard-specific incident plans. School sites are charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Amador Public Schools may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events.

The Incident Commander at Amador Public Schools will be delegated the authority to direct all incident activities until command is passed to appropriate local law enforcement or fire service personnel. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the District Superintendent or other designated officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander or local law enforcement or fire service personnel.
C. **Initial Response**

Support personnel and teachers are usually first on the scene of an incident. Staff are expected to take charge and manage the incident until it is resolved or **command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility.** Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The Principal or his/her designee is responsible for activating the School Safety Plan, including common and specialized procedures as well as hazard-specific incident plans found in annexes. School sites will incorporate the ICS protocol and follow site specific plans. The Incident Commander will report situation status to District Superintendent and/or Assistant Superintendent and **will transfer command to local law enforcement or fire service personnel as appropriate.**

**III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

This section establishes the operational organization that will be relied on to manage the incident and includes: Amador Public Schools

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The Superintendent, Assistant Superintendent, and school Principals are not able to manage all the aspects associated with an incident without assistance. The office and school site Administrators rely on other personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents.

Staff may be required to remain at school to assist in an incident. In the event that this School Safety Plan is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. **Principal / Building Administrator**

The Principal is designated Incident Commander (IC) until such a time as emergency response takes over. In the absence of the Principal, the Teacher-in-Charge will serve as the IC. Alternates will be listed in the chance that the Principal and the Teacher-in-Charge are not on campus. Should none of these be available, the Site Secretary will designate an IC.

At all times, the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the District Office and the Incident Commander.

B. **Incident Commander**

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this Comprehensive School Safety Plan.
• Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
• Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
• Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
• Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)

C. Teachers on school sites

On the Amador Public Schools site, teachers and support staff shall be responsible for the supervision of students and shall remain with students until directed otherwise.
Responsibilities include:
• Supervise students under their charge.
• Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
• Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
• Give appropriate action command during an incident.
• Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
• Report missing students to the Incident Commander or designee.
• Execute assignments as directed by the Incident Commander or ICS supervisor.
• Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
• Render first aid if necessary. School staff will be encouraged to be trained and certified in first aid and CPR.

D. Instructional Assistants on school sites

Responsibilities include assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists on School Sites

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.
Responsibilities may include:

• Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
● Direct students in their charge according to established incident management protocols.
● Render first aid if necessary.
● Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
● Execute assignments as directed by the Incident Commander or ICS supervisor.

F. School Nurses/Health Assistants
Responsibilities include:
● Administer first aid or emergency treatment as needed.
● Supervise administration of first aid by those trained to provide it.
● Organize first aid and medical supplies

G. Custodians/Maintenance Personnel on school sites
Responsibilities include:
● Survey and report building damage to the Incident Commander or Operations Section Chief.
● Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
● Provide damage control as needed.
● Assist in the conservation, use, and disbursement of supplies and equipment.
● Keep Incident Commander or designee informed of condition of school

H. Office Staff on school sites
Responsibilities include:
● Answer phones and assist in receiving and providing consistent information to callers. Follow template provided by Public Information Officer (PIO).
● Provide for the safety of essential documents.
● Execute assignments as directed by the Incident Commander or ICS supervisor.
● Provide assistance to the Superintendent and Policy/Coordination Group.
● Monitor radio emergency broadcasts.
● Assist with health incidents as needed, acting as messengers, etc.
● Document date, time, incident, and response information.

I. Food Service/Cafeteria Workers on school sites
Responsibilities include:
● Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
● Execute assignments as directed by the Incident Commander or ICS supervisor.

J. Bus Drivers for students on school sites
Responsibilities include:
● Supervise the care of students if disaster occurs while students are in the bus.
● Transfer students to new locations when directed.
● Execute assignments as directed by the Incident Commander or ICS supervisor.
● Transport individuals in need of medical attention.

K. **Other Staff (Itinerant Staff, Substitute Teachers) on school sites**
Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

L. **Students on school sites**
Responsibilities include:
- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

M. **Parents/Guardians of students on school sites**
Responsibilities include:
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.

IV. **DIRECTION, CONTROL, AND COORDINATION**

A. **School Incident Command System (ICS)**

To provide for the effective direction, control, and coordination of an incident, either single-site or multi-incidents, the School Safety Plan will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.
Incident Management Team

Command Staff

- Safety Officer
  - Liaison
  - Public Information Officer
  - Torie Gibson

Incident Commander
- Troy Gassaway
- Principal

- Incident Management Team

Operations Section
- Carrie Foster
- Vice Principal

Planning Section
- Jared Critchfield

Logistics Section
- Jared Critchfield

Finance/Administration Section
- Jared Critchfield
- CBO

Establishes incident objectives and directs all response actions.

Implements all response/tactical actions to achieve the incident objectives.

Activated, only as needed, to support the incident response directed by the Operations Section.
The ICS is organized into the following functional areas:

1. **Incident Command**: Directs the incident management activities using strategic guidance provided by the Policy Group.

   Office/School-related responsibilities and duties include:
   - Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
   - Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
   - Coordinate media relations and information dissemination with the principal.
   - Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
   - Document all activities.

2. **Operations Section**: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

   Specific responsibilities include:
   - Analyze staffing to develop a Parent-Student Reunification and Release Plan, and implement an incident action plan for school sites affected by incident.
   - Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
   - Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
   - Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
   - Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
   - Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section. Amador Public Schools staff may be assigned to specific sites to assist in operations. See appendix for specific assignments.
### Operations Section Teams

<table>
<thead>
<tr>
<th>Strike Team</th>
<th>Potential Responsibilities</th>
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</table>
| Search & Rescue Team            | Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:  
  - Identifying and marking unsafe areas.  
  - Conducting initial damage assessment.  
  - Obtaining injury and missing student reports from teachers. |
| First Aid Team                  | First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:  
  - Setting up a first aid area for students.  
  - Assessing and treating injuries.  
  - Completing master injury report.  
Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims. |
| Evacuation/Shelter/Care Team    | Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:  
  - Accounting for the whereabouts of all students, staff, and volunteers.  
  - Setting up a secure assembly area.  
  - Managing sheltering and sanitation operations.  
  - Managing student feeding and hydration.  
  - Coordinating with the Student Release Team.  
  - Coordinating with the Logistics Section to secure the needed space and supplies. |
| Facility & Security Response Team | The Facility & Security Response Team is responsible for:  
  - Locating all utilities and turning them off, if necessary.  
  - Securing and isolating fire/HazMat.  
  - Assessing and notifying officials of fire/HazMat. |
Conducting perimeter control.

### Strike Team - Potential Responsibilities

**Crisis Intervention Team**
The Crisis Intervention Team is deployed from Amador County Mental Health Dept. is responsible for:
- Assessing need for onsite mental health support.
- Determining need for outside agency assistance.
- Providing onsite intervention/counseling.
- Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section chief.

**Student Release Team**
Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:
- Setting up a secure reunion area.
- Checking student emergency cards for authorized releases.
- Completing release logs.
- Coordinating with the Public Information Officer on external messages.

### Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:
- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

### Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:
● Establish and oversee communications centers and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone trees for after-hours communication.
● Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
● Document all activities.

5. **Finance/Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident. Additional duties may include:
● Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
● Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, ACUSD Business offices may assume responsibility for these functions.

**B. Coordination with Policy/Coordination Group**

In complex incidents, a Policy/Coordination Group will be convened at ACUSD offices. The role of the Policy/Coordination Group is to:
● Support the on-scene Incident Commander.
● Provide policy and strategic guidance.
● Help ensure that adequate resources are available.
● Identify and resolve issues common to all organizations.
● Keep elected officials and other executives informed of the situation and decisions.
● Provide factual information, both internally and externally through the Joint Information Center.

**C. Community Emergency Operations Plan (EOP)**

Amador Public Schools maintains a site-specific Comprehensive School Safety Basic Plan to address hazards and incidents. Staff members that maintain and exercise the plan are in frequent contact with the Superintendent and Assistant Superintendent, Educational Services. Direction in large-scale events is in cooperation with Amador County Office of Emergency Services, local law enforcement and fire services personnel.

**D. Coordination With First Responders**

An important component of the Amador Public Schools Comprehensive School Safety Basic Plan is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and ACUSD. Regular communication, collaboration, drills, and exercises maintain an active working relationship.
Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

**If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders.** A transfer of command briefing shall occur. Amador Public Schools Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

**E. Source and Use of Resources**

Amador Public Schools will use their own resources and equipment to respond to incidents until incident response personnel arrive.

**V. COMMUNICATIONS**

Communication is a critical part of incident management. This section outlines Amador Public Schools communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

**A. Internal Communications**

1. **Communication Between Staff**

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at the office. The tree originates with the Superintendent, who contacts the members of the staff.
- **In Touch and Parent Square** are electronic systems available to make all calls to programmed staff, schools, and parents.
- **Emails** may be sent to teachers in classrooms as an effective communication tool.
- **Text messages** may be used for communication between staff.
- **Classroom phones** may be used for communication between office staff and teachers.
- **The Public Address (PA) system** will be implemented for all-school site communication. (BE sure this is the form of communication you use – add additional forms).

2. **Communication with specific school sites**

Site specific staff will communicate with the District Office and Superintendent of Schools office who will notify others as appropriate. Forms of communication may include:
● Hard-line phone communication to Amador Public Schools District Office
● Cell phone call directly to Superintendent/Associate Superintendent
  ○ Government Emergency Telecommunications
● Email
● Fax

B. External Communications
Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Amador Public Schools and ACUSD about the incident, what is being done about it, and the safety of the children and staff.

1. Communication with Parents

Before an incident occurs, Amador Public Schools will:
  ● Develop a relationship with parents so that they trust and know how to access alerts and incident information.
  ● Inform parents about the school’s Comprehensive School Safety Basic Plan, its purpose, and its objectives. Information will be included in the school newsletter, a presentation delivered at Back–to-School Night and Site Council Meetings. School websites will have safety information available.
  ● Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
  ● Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
  ● Inform parents of the school site relationship with the Amador Public Schools office.

In the event of an incident, Argonaut High School will:
  ● Disseminate information via automated phone calls, radio announcements, television, and emails to inform parents and staff about exactly what is known to have happened at specific school sites.
  ● Implement the plan to manage phone calls and parents who arrive at school or at school site.
  ● Describe how the school, district, and county offices are handling the situation.
  ● Provide information regarding possible reactions of their children and ways to talk with them.
  ● Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
  ● Inform parents and students when and where school will resume.

After an incident, ACUSD and/or designee will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with the Media

In the event of an incident, the Incident Commander will:
  ● Designate a Public Information Officer.
  ● Establish an off-campus briefing area for media representatives.
● Determine the need to establish or participate in a Joint Information Center.
● Coordinate messages with the school site principal and Policy Group.

All Argonaut High School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Media contacts at the major television, Internet, and radio stations are maintained by the District Superintendent’s administrative assistant. In the case of an incident, these media contacts will broadcast Amador Public Schools external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, ACUSD will:

● Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
● Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
● Designate and brief personnel answering calls to help control misinformation.
● Conduct briefings for community representatives directly associated with the school.
● Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, ACUSD will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. **Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.** Argonaut High School frequently exercises the School Safety Basic Plan with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school’s educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/school site teams will:
• Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
• Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
• Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
• Provide detailed facilities data to the ACUSD so that it can estimate temporary space reallocation needs and strategies.
• Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
• Educate school personnel, students, and parents on available crisis counseling services.
• Amador Public Schools will advise the District and County Office of recovery status.

Argonaut High School will:
• Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
• Establish absentee policies for staff/teachers/students after an incident.
• Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
• Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
• Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
• Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Argonaut High School may use include the following:

• Standard telephone - landline
• Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site. The use of text messaging is the most effective form of communication when systems are overwhelmed.
• Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school’s emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school, to District and County Offices, and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the District and County offices. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website.
- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated.
- Alarm systems on school sites: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
- Runners—hand-carried notes may be used for communication as need dictates.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts
If school resources prove to be inadequate during an incident, Argonaut High School will request assistance from local emergency services, and other agencies. All requests will be approved by the Business Offices at District and County levels.

**B. Recordkeeping**

1. **Administrative Controls**

ACUSD Business Offices is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations for Amador Public Schools. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. **Activity Logs**

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

**C. Incident Costs**

1. **Annual Incident Management Costs**

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. **Incident Costs**

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

**D. Preservation of Records**
In order to continue normal school operations following an incident vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.
VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

Argonaut High School Principal or designee is responsible for the overall maintenance and revision of the School Safety Basic Plan. Coordination of training, exercising, and drills are the responsibility of the Principal or designee.

The Argonaut High School safety committee, Site Council, and School Board are responsible for approving and promulgating the Comprehensive School Safety Basic Plan. Community fire, law enforcement, and emergency managers’ suggestions for improvement will be requested.

A. Approval and Dissemination of the Plan

The Argonaut High School safety committee, Site Council, and School Board will approve and disseminate the Comprehensive School Safety Basic Plan following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval
- Distribute the Plan

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change.

2. Record of Distribution

Copies of the Comprehensive School Safety Basic Plan will be distributed to those tasked in the development of this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Committee will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the Superintendent.

B. Plan Review and Updates

The Comprehensive School Safety Basic Plan will be reviewed annually by the Argonaut High School Safety Committee, Site Council, School Board, and others deemed appropriate by school administration. Compliance with education code Section 32286 requires, “each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1 every year thereafter.”

The Amador Public Schools Safety Basic Plan will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur, and in accordance with new legislation and education codes.
C. Training and Exercising the Plan

Amador Public Schools understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that all school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur.

Argonaut High School Safety Basic Plan training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the Comprehensive School Safety Plan and annexes.
- First aid and CPR training offered for all staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Volunteer participation in two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA’s Emergency Management Institute Website. **Schools receiving federal funds are required to complete these two courses.**

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

All Argonaut High School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.
VIII. AUTHORITIES AND REFERENCES
The following regulations are the State authorizations and mandates upon which this Comprehensive School Safety Plan is based. These authorities and references provide a legal basis for incident management operations and activities.

- California Senate Bill 187 (Chapter 736, Hughes, Statutes of 1997) requires that all California schools develop and implement comprehensive Safe School Plans. (Education Code Section 35294.2). *Education Code* Section 35294.6(a) requires that the plan be reviewed and updated annually by March 1.
- California Education Code 33031 requires that school principals formulate and submit to the district superintendent for approval a civil defense and emergency preparedness plan for that school. Plans must be tested two times during the school year.
- California Government Code Title 1, Division 4, Chapter 8, section 3100 deems public workers to be disaster service workers subject to such disaster services activities as may be assigned to them, and that school districts have a responsibility to be prepared as possible to meet emergencies.
- Because all schools are integral components of every community and its government, it is recommended that all schools—regardless of whether or not they are recipients of Federal preparedness funding—implement NIMS. The Standardized Emergency Management System mandates the use of the National Incident Management System and the use of the Incident Command System (ICS) for managing all disaster/crisis situations.

- Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:
  
  1. Assessing the current status of school crime committed on school campuses at school-related functions.
  2. Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety.
VIV. Climate

A. PURPOSE

The purpose of this section is to ensure that there are programs in place to provide staff and students with a positive school climate.

B. SCOPE

The section outlines the importance of a positive school climate and the tools used for assessing school climate and providing data to guide school improvement efforts.

C. CORE FUNCTIONS

Amador Public Schools will act as a resource for school sites to research, support, train, and guide school staff in the development of a positive school climate curriculum goals and standards.

● Work with district and site staff and administrators to determine professional development needs for school climate topics.
● Assist in procurement, distribution and use of school climate curriculum materials and supplemental aids.

1. Assessment of school climate

Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:

1) Assessing the current status of school crime committed on school campuses at school-related functions.
2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety.

Argonaut High School reviews appropriate sources of data to identify school safety issues.

● As a measure of school climate the California Healthy Kids Survey (CHKS) is conducted. School climate index is measured and reviewed annually.
● Monthly Community Agencies United for Safe Schools and Safe Streets (CAUSSSS) meetings are conducted to allow continued collaboration and cooperation with law enforcement, probation, school sites principals, mental health agencies, SARB and school district representatives.
● Goals for improved school climate are a vital component of annual school improvement efforts, including those identified as part of the Local Control and Accountability Plan (LCAD).

2. Implementation and action for positive school climate:

● LivingWorks Assist Suicide Prevention training for staff and students grade 7-12.
● Second Step K-8 bully prevention curriculum is made available through AMADOR PUBLIC SCHOOLS.
• AMADOR PUBLIC SCHOOLS provides training in the Positive Behavior Intervention and Support (PBIS) model. Argonaut High School is in Tier I, II or III (whichever is appropriate) of PBIS and is implementing it with fidelity. Data is used to determine both behavior and process needs to make decisions for intervention based on findings.
• QPR training has been provided
• Amador County Mental Health Services works collaboratively with school sites to create a positive environment and support anti-stigma mental health and prevention strategies.
• Suicide awareness training is offered by Amador County Mental Health Services each year. Argonaut High School faculty has been trained in Mental Health First Aid and Suicide Prevention.
• Effective counseling and wellness services are available to all students (psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for student support).
• Student Assistance Programs, intervention, and referrals are in place on school sites.
• Argonaut High School works together with families in the county through PARTNERS: People and Resources Together; a Network of Education, Recreation and Support. Family Resource Centers offer parenting classes and workshops, community resources and referrals, child development information, after-school enrichment, and parent/child classes and activities.

3.. Implementation and action for School Safety
• Review of existing school site discipline rules and procedures are done regularly. Expectations for student behavior, codes of conduct, unacceptable behavior, and disciplinary consequences are reviewed annually. Parent and student signatures ensure understanding and acceptance of policies and procedures.
• Internet use agreements between school sites and students are in place to ensure proper and safe use of internet services.
• Professional development activities are promoted for all school personnel to include training on the implementation of the school site plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues.
• Accesses to school sites have been appropriately restricted: procedures are in place to address visitors to campus. The use of campus supervisors and security equipment are appropriately utilized.

Functional Annexes

Functional annexes address all-hazard critical operational functions, including:

• Common procedures, and
• Specialized procedures.
Each functional annex describes the policies, processes, roles, and responsibilities for that function.

All functional annexes address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional annexes do not repeat content but rather build on the information within the basic plan.

Procedures:

- Drop, Cover, and Hold – Page 54
- Building Evacuation – Page 56
- Off-Site Evacuation – Page 59
- Lock Down – Page 61
- Shelter in Place – Page 63
- Reverse Evacuation – Page 65
- Directed Transportation – Page 67
- Student Release Reunification – Page 69

Continuity of Operations (COOP) Procedures – Page 74

Recovery: Psychological Healing Procedures – Page 80
DROP, COVER, AND HOLD PROCEDURE

I. PURPOSE

In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff. Drop, Cover, and Hold is the action considered appropriate for, but not limited to, the following types of emergencies to protect students and staff from flying and falling debris:

- Earthquake
- Explosion
- Weather related incidents, such as tornadoes

II. SCOPE

The DROP, COVER, AND HOLD PROCEDURE outlines steps to be taken by staff/students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a moving vehicle.

III. RESPONSIBILITIES

To implement the drop, cover, and hold procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- The Principal or designee will observe training practice procedures to ensure effectiveness.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff when directed by the Principal or when deemed appropriate by the situation.
A. Indoor Procedure
When indoors, students/staff should:
- Move away from windows.
- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture and place your head between your knees. If there is no suitable furniture nearby, cover the back of neck and head with arms.
- Hold on to the table or desk until directed to stop.
- When directed by the tone or the Principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- When possible the all clear bell is signaled to evacuate.

B. Outdoor Procedure
When outdoors, students/staff should:
- Move away from buildings, streetlights, trees, and utility wires.
- Drop to the ground.
- Place head between knees, cover back of neck and head with arms.
- When directed by the tone or the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- When possible the all clear bell is signaled to evacuate.

C. Moving Vehicle Procedure
When in a moving vehicle, drivers/staff should:
- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.
BUILDING EVACUATION PROCEDURE

I. PURPOSE

In cases of an incident requiring evacuation from the school buildings but where it is safe to remain on the school campus, the following procedures should be adhered to by students and staff. This action provides for the orderly movement of students and staff along prescribed routes from inside the school buildings to a designated area of safety on campus. Building Evacuation is considered appropriate for, but not limited to, the following types of emergencies:

- Fire
- Post Earthquake
- Explosion or Threat of Explosion
- Bomb Threat
- Chemical Accident

See following information for how to assist those with disabilities during an evacuation. See also: OFF-SITE EVACUATION, which is implemented when it is not safe to remain on the school campus and REVERSE EVACUATION, when it is unsafe to remain outside.

II. SCOPE

The EVACUATION procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation and evaluation of the School EOP as it relates to this annex. The plan outlines procedures for students/staff located:

- Indoors
- Outdoors

III. RESPONSIBILITIES

To implement an evacuation procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- The Principal or designee will observe training practice procedures to ensure effectiveness.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.
- The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, the Principal will designate an alternate Assembly Area.

IV. SPECIALIZED PROCEDURES
The following procedures will be implemented by staff when directed by the Principal or when deemed appropriate by the situation.

A. Indoor Procedure
When indoors, students/staff should:

- Staff will instruct students to line up at the classroom door in a quiet and orderly manner.
- Teacher gathers the attendance register log, first aid kit, and walkie-talkie and instructs students to exit to predetermined locations using the designated evacuation routes.
- Teacher checks the outside room for the safety of the evacuation route.
- Teacher is the last person to exit the room and closes the door.
- If at all possible, Teacher moves to the front of the line and escorts students along the planned route as indicated on the school map. (See Appendix E)
- After reaching the safe location, the teacher will take attendance and signal report to the Principal/Designee:
  - **Green Card or Thumbs Up:** All students accounted for
  - **Red Card or Thumbs Down:** Missing students
- If evacuating to more than one location, the IC will contact staff by radio starting with the lowest grades. Teacher will respond stating the location and accounting of students.
- When directed by the principal and/or when it is safe to do so, staff and students will return to the facility and resume school activities.
- When possible the **all clear tone** is signaled.
- Principal will send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

B. Outdoor Procedure
When outdoors, students/staff should:

- Students/staff walk in an orderly manner to the designated evacuation location.
- Follow the same attendance procedures as above without attendance logs.
- When directed by the principal and/or when it is safe to do so, staff and students will return to the facility and resume school activities.
- When possible the **all clear tone** is signaled.

C. How to Assist Those with Disabilities During an Evacuation
The needs and preferences of non-ambulatory individuals will vary. Some may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals
- Announce the type of emergency
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations
- Turn lights on/off to gain person’s attention - OR –
● Indicate directions with gestures - OR –
● Write a note with evacuation directions.

To evacuate individuals using crutches, canes, or walkers
● Evacuate these individuals as injured persons.
● Assist and accompany to evacuation site, if possible - OR –
● Use a sturdy chair (or one with wheels) to move person - OR –
● Help carry individuals to safety.

To evacuate individuals using wheelchairs
● Give priority assistance to wheelchair users with electrical respirators
● Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
● Reunite a person with the wheelchair as soon as it is safe to do so.
OFF-SITE EVACUATION PROCEDURE

I. PURPOSE

In cases of an incident requiring evacuation from the school buildings and where it is unsafe to remain on the school campus, an evacuation to an off-site designated location is required; the following procedures should be adhered to by students and staff. This action provides for the orderly movement of students and staff along prescribed routes from inside the school buildings to a designated area of safety. Off-Site Evacuation is considered appropriate for, but not limited to, the following types of emergencies:

- Fire
- Post Earthquake
- Explosion or Threat of Explosion
- Bomb Threat
- Chemical Accident
- Intruder

OFF-SITE EVACUATION may require DIRECTED TRANSPORTATION.

See also: BUILDING EVACUATION and REVERSE EVACUATION, implemented when it is unsafe to remain outside.

II. SCOPE

The evacuation procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors
- Outdoors

III. RESPONSIBILITIES

To implement an evacuation procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- The Principal or designee will observe training practice procedures to ensure effectiveness.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.
IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff when directed by the Principal or when deemed appropriate by the situation.

A. Indoor Procedure
When indoors, students/staff should:
- The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- The Principal or designee will call 911 and provide the school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- Staff will instruct students to line up at the classroom door in a quiet and orderly manner.
- Teacher gathers the attendance register log, first aid kit, and walkie-talkie and instructs students to exit to predetermined locations using the designated evacuation routes.
- Teacher is the last person to exit the room and closes the door.
- Before leaving the campus, the teacher will take attendance and report to the Principal.
  
  Green Card or Thumbs Up: All students accounted for
  Red Card or Thumbs Down: Missing students

- Teacher moves to the front of the line and escorts students along the planned route as indicated on the school map. (See Appendix E)
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take attendance when the class is reassembled in a safe off-site location. Report attendance to the Principal/designee.
  
  Green Card or Thumbs Up: All students accounted for
  Red Card or Thumbs Down: Missing students

- Remain in place until further instructions are given.
- Principal will send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

B. Outdoor Procedure
When outdoors, students/staff should:
- Students/staff walk in an orderly manner to the designated evacuation location.
- Follow the same attendance procedures as above without attendance logs.
- Remain in place until further instructions are given.
LOCKDOWN

I. PURPOSE

In cases of an incident requiring students/staff to LOCKDOWN, the following procedures should be adhered to by students and staff. LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. LOCKDOWN is not normally preceded with any warning. This action is appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom
- Intruder

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students in the building.

II. SCOPE

The LOCKDOWN procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation and evaluation of the School EOP as it relates to this annex. The plan outlines procedures for students/staff located:

- Indoors
- Outdoors

III. RESPONSIBILITIES

To implement an evacuation procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- The Principal or designee will observe training practice procedures to ensure effectiveness.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.
IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff when directed by the Principal or when deemed appropriate by the situation.

SIGNAL: Bell tone (TBD) and announcement: “Attention Staff, we are in a LOCKDOWN. This is not a drill. There is an intruder on campus.” Repeat three times.

A. Indoor Procedure
When indoors, students/staff should:
- Principal or designee will call 911 and provide location, status of campus, all available details of the situation.
- All students and staff are to remain in classrooms, or get to the nearest classroom.
- If it is safe, pull in any student(s) near your classroom.
- Immediately lock all doors and close window blinds.
- Instruct students to lie down on the floor away from the windows and outside doors.
- Turn off lights and computer screens.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the Principal or law enforcement who will unlock the door with a key.
- Take attendance and report to the Principal/Designee when contacted.
- There is not an all clear tone for LOCKDOWN.
- Once in LOCKDOWN – DO NOT open the door for anyone. Do not follow any bells or announcements once in LOCKDOWN. Do not call the office or tie up phone lines. After imminent danger has passed, and as soon as possible, teachers should complete Emergency Roll Forms in Google.doc.
- Principal will send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

B. Outdoor Procedure
When outdoors, students/staff should:
- All students and staff are to move into the nearest building.
- If it is safe, pull in any student(s) near your classroom.
- Immediately lock all doors and close window blinds.
- Instruct students to lie down on the floor away from the windows and outside doors.
- Turn off lights and computer screens.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the Principal or law enforcement.
SHELTER IN PLACE

I. PURPOSE

In cases of an incident requiring students/staff to SHELTER IN PLACE, the following procedures should be adhered to by students and staff. SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to unpredictable hazards including airborne contaminants. SHELTER IN PLACE allows for free movement of staff and students within the building, instruction can continue, however, no one is allowed to leave the building. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. This action is appropriate for, but not limited to, the following types of emergencies:

- Gas leaks
- Rabid animal at large
- External chemical release
- Dirty bombs
- Hazardous material spills
- Severe weather

II. SCOPE

The SHELTER IN PLACE procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors
- Outdoors

III. RESPONSIBILITIES

To implement an evacuation procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- The Principal or designee will observe training practice procedures to ensure effectiveness.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.
IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff when directed by the Principal or when deemed appropriate by the situation.

A. Indoor Procedure
When indoors, students/staff should:
- All students and staff are to remain in classrooms, or get to the nearest classroom.
- If it is safe, pull in any student(s) near your classroom.
- Immediately lock doors and shut window blinds.
- Shut off all HVAC and fan systems in the classroom if directed to do so.
- Seal gaps under doors and windows with wet towels if directed to do so.
- Take attendance and report to the Principal/designee when you are contacted.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the Principal or law enforcement.

B. Outdoor Procedure
When outdoors, students/staff should:
- All students and staff are to move to their classrooms if it is safe. If not, move into the nearest building.
- If it is safe, pull in any student(s) near your classroom.
- Immediately lock doors and shut window blinds.
- Shut off all HVAC and fan systems in the classroom if directed to do so.
- Seal gaps under doors and windows with wet towels if directed to do so.
- Take attendance and notify the office via email student attendance and any areas of concern.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the Principal or law enforcement.
REVERSE EVACUATION

I. PURPOSE

In cases of an incident requiring students and staff to REVERSE EVACUATION, the following is implemented when it is unsafe to remain outside on the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus
- Extreme heat
- High ozone levels

See also BUILDING EVACUATION and OFF-SITE EVACUATION, when it is unsafe to remain on campus.

ANNOUNCEMENT:
Make an announcement over the public address system or in person directly:

| Example: | “Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom.” |

II. SCOPE

The REVERSE EVACUATION procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Outdoors

III. RESPONSIBILITIES

To implement a reverse evacuation procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- The Principal or designee will observe training practice procedures to ensure effectiveness.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES
The following procedures will be implemented by staff when directed by the Principal or when deemed appropriate by the situation.

**A. Outdoor Procedure**

When outdoors, students/staff should:

- Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- Remain in the classroom until further instructions are given.
- Wait for another ACTION or **ALL CLEAR** instruction to return to school buildings and normal class routine.
DIRECTED TRANSPORTATION

I. PURPOSE

In cases of an incident requiring DIRECTED TRANSPORTATION, the following is implemented when students and staff are loaded into school buses, cars, and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by STAND-BY, EVACUATION or another ACTION. DIRECTED TRANSPORTATION is considered appropriate for, but is not limited to, the following types of emergencies.

- Chemical accident
- Fire
- Flood

ANNOUNCEMENT:
Make the following announcement in person directly or over the public address system:

Example: “Attention please. (Pause) DIRECTED TRANSPORTATION when the dismissal bell rings. (Pause) DIRECTED TRANSPORTATION when the dismissal bell rings. (Pause) Thank you.”

II. SCOPE

The DIRECTED TRANSPORTATION procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:
- Indoors
- Outdoors

III. RESPONSIBILITIES

To implement a DIRECTED TRANSPORTATION procedure:
- All staff and students will undergo training and participate in incident management training and drills.
- The Principal or designee will observe training practice procedures to ensure effectiveness.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.
IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff when directed by the Principal or when deemed appropriate by the situation.

TEACHER ACTIONS:
- Take attendance before leaving the campus.
- Upon arrival at the safe site, take attendance again after students exit the bus.
- Report attendance to the Principal/designee.
- Keep students together. Remain calm.

BUS DRIVER ACTIONS:
- Take the safest route to the pre-identified evacuation sites.
- Avoid dangers such as driving through flooded roads, crossing over swollen creeks, etc.

TO EVACUATE BY OTHER VEHICLES

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. This method of evacuation should only be used in extreme emergencies since there is a great potential to lose track of the students.

- Drivers should take the safest route to the pre-identified evacuation sites.
- Account for all students before transportation occurs and after arrival at the safe site.
STUDENT RELEASE/REUNIFICATION

I. PURPOSE

In cases of an incident requiring STUDENT RELEASE/REUNIFICATION certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF
At REQUEST TABLE, verify parent ID and authorization.
Direct parent to RELEASE TABLE; radio or send runner for student.
At RELEASE TABLE, verify Student Request Form is signed.
Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS
Fill out Student Request Form.
Show photo ID at REQUEST TABLE.
Move to RELEASE TABLE to wait for student.
Leave campus immediately after student is released to your custody.

II. SCOPE

The STUDENT RELEASE/REUNIFICATION procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:
- Indoors or Outdoors

III. RESPONSIBILITIES

To implement a STUDENT RELEASE/REUNIFICATION procedure:
- All staff and students will undergo training and participate in incident management training and drills.
- The Principal or designee will observe training practice procedures to ensure effectiveness.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.
IV. Specialized Procedures

The following procedures will be implemented by staff when directed by the Principal or when deemed appropriate by the situation.

Incident Commander (Principal/Site Administrator) Actions:
- Set up Incident Command Post (ICP).
- Notify staff of school evacuation and communicate that this is not a drill.
- Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- Reassess as situation changes. Reassign emergency teams as needed.
- Keep staff informed as to the status of missing students.

Teacher and Staff Actions:
- Evacuate students to designated areas, with students grouped as determined by district or school site.
- Take roll by distributing pre-labeled nametags to each student.
- Report population assessment to the Incident Commander by holding up green or red cards. Mark undistributed name tags with student status beside name:
  \[ A = \text{Absent} \]
  \[ M = \text{Medical; student taken to the First Aid station} \]
  \[ U = \text{Missing/Unaccounted} \]
- Send undistributed nametags to the Student Request Table.
- Organize students. Monitor students’ medical and emotional condition.
- Extra staff should partner for other assigned duties; report to the Command Post.

Team Assignments

Student Release Team
- Take supplies to designated Request/Release Table locations.
- Set out tables at least 20 feet apart to reduce crowding. For a large student body, establish several lines at the Request Table for speedier processing.
- Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- Wear identifying vests or hats.
- Distribute clipboards with Student Request Forms to parents in line.
- Set out white board for special instructions and parent requests.
- Pull cards of absent, injured and missing students. Note status on those cards and file at the back of the file box.

Traffic Controller (Staff members and/or parent volunteers):
- Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- Set out traffic cones to cordon off parking for emergency vehicles.
Maintain order in parking areas; direct cars away from areas for emergency vehicles.
Report to Incident Command Post any crowd control issues in the parking lot and on school grounds.
In those situations where the majority of parents will be arriving at once and there is no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult’s vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):
- Provide information about student release procedures to parents.
- Maintain white board with special information.
- Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Health practitioner):
- Maintain order at Student Request Table; calm agitated parents and students.
- Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers – number depends on size of campus):
- Take Student Request Form to Student Assembly Area to find requested students. Alternatively, a walkie-talkie may be used to request a student from the Assembly Area.
- Retrieve the student and escort him/her to the Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

PROCEDURES:
- Requesting adult fills out the Student Release Form, gives it to the staff member, and shows photo identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is authorized on the card.
- Staff instructs the requester to proceed to the Release Table and files the Emergency Card in the outbox.
- Runner takes the Student Release Form to the Student Assembly Area, walks the requested student to the Release Table.
- Staff matches student to requester, asks parent/requester to sign Student Release Form, and requests both to leave the area to reduce congestion.
- Log release on Reunification Form.
- Mark students with a sticker or “X” on hand in a colored marking pen so security personnel can check that the student is authorized to leave.

If student is with class in the Assembly Area:
1. Runner shows the Student Release Form to the teacher.
2. Teacher marks box, “Sent with Runner.”
3. Runner walks student to Release Table
4. Runner hands in paperwork to release personnel.
5. Release staff match student to requester, verify proof of identification.
If student is not with the class:

1. Teacher makes appropriate notation on the Student Released Form.
   ● “Absent” if the student was not in school that day.
   ● “First Aid” if student is at First Aid Station
   ● “Missing” if a student was in school but now cannot be located.

2. Runner takes Student Release form to Planning/ICP.

3. Planning verifies student location if known and directs runners accordingly.

4. Parents should be notified of missing student status and escorted to Crisis Counselor.
   ● If a student is in First Aid, the parent should be escorted to the Medical Treatment Area.
   ● If a student was marked absent, parents will be notified by a staff member.

SUPPLIES NEEDED:

■ Small clipboards for Parent Request forms
■ Student Emergency Contact Cards
■ Signs marked Request Table and Release Table
■ Signs for alphabetical grouping to organize request lines
■ Pens, Markers, Stapler, Staple Remover, Post-It tabs
■ Map with location of Student Release Table and parent parking area
■ Forms: Student Release Form (copies for every student)
CONTINUITY OF OPERATIONS (COOP) PROCEDURES

I. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the county after an incident that results in disruption of normal activities or services to schools. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

- Common procedures, and
- Specialized procedures.

All functional annexes address:

- Situations under which the procedures should be used
- Who has the authority to activate the procedures
- Specific actions to be taken when the procedures are implemented

II. SCOPE

It is the responsibility of Amador Public Schools officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to all Amador Public Schools.

The COOP procedures outline actions needed to maintain and rapidly resume essential academic, business, and physical services after an incident. Amador Public Schools relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recovery following an incident.

III. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP procedures personnel, in conjunction with the superintendent, will perform the essential functions.
| Superintendent                                      | • Determine when to close schools, and/or send students/staff to alternate locations.  
|                                                   | • Disseminate information internally to students and staff.  
|                                                   | Communicate with parents, media, and the larger school community.  
|                                                   | Identify a line of succession, including who is responsible for restoring which business functions for schools/districts. |
| Associate Superintendent or designee             | • Ensure systems are in place for rapid contract execution after an incident.  
|                                                   | • Identify relocation areas for classrooms and administrative operations.  
|                                                   | • Create a system for registering students (out of district or into alternative schools).  
|                                                   | • Brief and train staff regarding their additional responsibilities.  
|                                                   | • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.  
|                                                   | • Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).  
|                                                   | • Reevaluate the curriculum. |
| Maintenance Personnel                             | • Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.  
|                                                   | • Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping). |
| Office Staff/Business Office | Maintain inventory.  
Maintain essential records (and copies of records) including the school's insurance policy.  
Ensure redundancy of records is kept at a different physical location.  
Secure classroom equipment, books, and materials in advance.  
Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.  
Retrieve, collect, and maintain personnel data.  
Provide accounts payable and cash management services. |
| Safety and School Climate Coordinator | Establish support services for students and staff/faculty.  
Implement additional response and recovery activities according to established protocols. |

To implement the COOP procedures:

- All core COOP procedures personnel will undergo training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation.

IV. PROCEDURES

The following procedures will be followed by staff to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

The superintendent or designee will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The superintendent or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation.

Alert, Notification, and Implementation Process

Staff members will be part of the telephone tree used to notify employees of COOP procedure activation and provide situation information, as available. Parents/guardians
will be alerted and notified using the automated notification system as important information becomes available.

B. **Relocation Sites**
Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site- Amador County Superior Court House- 500 Argonaut Lane, Jackson, Argonaut High School Football Stadium- Stony Creek Rd., west of main campus, Sierra Wind Wellness Center- 10354 Argonaut Lane, Jackson

C. **Alternate Facilities and Strategy**
For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be the (list temporary school site) Contingent alternative facilities are listed below:
<table>
<thead>
<tr>
<th>Alternate Facility</th>
<th>Can Replace This Primary Facility</th>
<th>Street Address</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian Picnic Grounds</td>
<td>Argonaut High School</td>
<td>281 CA-49, Sutter Creek</td>
<td></td>
</tr>
<tr>
<td>Amador County Fairgrounds</td>
<td>Argonaut High School</td>
<td>18621 Sherwood St., Plymouth</td>
<td></td>
</tr>
<tr>
<td>St. Katharine Drexel Catholic Parish</td>
<td>Argonaut High School</td>
<td>11361 Prospect Drive, Sutter Creek</td>
<td></td>
</tr>
</tbody>
</table>

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Amador Public Schools backup data.

**E. Interoperable Communications/Backup Sites**

Amador Public Schools can be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, St. Katharine Drexel Catholic Parish Church is the first option for relocation.
F. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

F. Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families’ well-being before a disaster strikes.

G. Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school buildings.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.
Recovery: Psychological Healing Procedures

I. Purpose

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. Scope

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts.

III. Responsibilities

To implement the recovery: psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. Specialized Procedures

The following procedures will be implemented by staff when directed by the superintendent or when deemed appropriate by the situation.

A. Immediately Following a Serious Injury or Death and/or Major Incident:

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families.
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident.
Any students who are excessively distraught should be referred to the crisis response team.

- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned. Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

B. Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

C. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.
  - Discuss and approve memorials with the school board’s consent.
References

Local Hazard Mitigation Plan (LHMP) of Amador County. (2020).

Retrieved from:

https://amadorsheriff.org/images/Amador_County_LHMP_Update_Complete1.pdf


California Office of Emergency Services – Student Safety Planning
https://www.caloes.ca.gov/cal-oes-divisions/planning-preparedness/school-emergency-planning-safety
Comprehensive Safety Plan

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

Tactical Response Plan
Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Legal Reference:
EDUCATION CODE
200-262.4  Prohibition of discrimination
32260-32262  Interagency School Safety Demonstration Act of 1985
32270  School safety cadre
32280-32289  School safety plans
32290 Safety devices
35147  School site councils and advisory committees
35183  School dress code; uniforms
35291  Rules
35291.5  School-adopted discipline rules
35294.10-35294.15  School Safety and Violence Prevention Act
48900-48927  Suspension and expulsion
48950  Speech and other communication
49079  Notification to teacher; student act constituting grounds for suspension or expulsion
67381 Violent crime
422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
CODE OF REGULATIONS, TITLE 5
11987-11987.7 School Community Violence Prevention Program requirements
11992-11993 Definition, persistently dangerous schools
UNITED STATES CODE, TITLE 20
7111-7122 Student Support and Academic Enrichment Grants
7912 Transfers from persistently dangerous schools
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:
CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016
Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011
Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002
FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS
Uniform Crime Reporting Handbook, 2004
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: http://www.cde.ca.gov/lsss
California Governor's Office of Emergency Services: http://www.caloes.ca.gov
California Healthy Kids Survey: http://chks.wested.org
Centers for Disease Control and Prevention: http://www.cdc.gov/ViolencePrevention
Federal Bureau of Investigation: http://www.fbi.gov
National Center for Crisis Management: http://www.schoolcrisisresponse.com
National School Safety Center: http://www.safeschoolsafety.org
U.S. Secret Service, National Threat Assessment Center:
http://www.secretservice.gov/protection/ntac
Comprehensive Safety Plan

Administrative Regulation 0450

Philosophy, Goals, Objectives and Comprehensive Plans

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school, including the parent
teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

4. A representative of each teacher organization at the school

(cf. 4140/4240/4340 - Bargaining Units)

5. A representative of the school's student body government

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations

2. Local civic leaders

3. Local business organizations

(cf. 1700 - Relations Between Private Industry and the Schools)

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:
a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 6159 - Individualized Education Program)

b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)
(cf. 3516.1 - Fire Drills and Fires)
(cf. 3516.2 - Bomb Threats)
(cf. 3516.5 - Emergency Schedules)
(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

6. If the school has adopted a dress code prohibiting students from wearing "gang-
related apparel" pursuant to Education Code 35183, the provisions of that dress code and
the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees
to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code
35291 and 35291.5

(cf. 5144 - Discipline)

Among the strategies for providing a safe environment, the school safety plan may also
include:

1. Development of a positive school climate that promotes respect for diversity,
personal and social responsibility, effective interpersonal and communication skills, self-
esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as
strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations
and consequences for violations

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, such as
multicultural education, character/values education, media analysis skills, conflict
resolution, community service learning, and education related to the prevention of dating
violence

(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.8 - Comprehensive Health Education)
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

(cf. 1020 - Youth Services)

7. District policy related to possession of firearms and ammunition on school grounds

(cf. 3515.7 - Firearms on School Grounds)

8. Measures to prevent or minimize the influence of gangs on campus

(cf. 5136 - Gangs)

9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(cf. 5116.1 - Intradistrict Open Enrollment)

10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3530 - Risk Management/Insurance)
11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

14. Crisis prevention and intervention strategies, which may include the following:

a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.5 - Sex Offender Notification)
(cf. 5131.4 - Student Disturbances)

b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

c. Assignment of staff members responsible for each identified task and procedure

d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

e. Coordination of communication to schools, Board of Trustees members,
parents/guardians, and the media

(cf. 1112 - Media Relations)
(cf. 9010 - Public Statements)

f. Development of a method for the reporting of violent incidents

g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)

Appendix A to Comprehensive School Safety Plan
Site specific/Incident Specific

Hazard- and Threat-Specific Annexes
- Bomb threat protocol
- Death of staff member or student protocol
- Earthquake protocol
- Fire Protocol
● Hazardous materials protocol
● Lockdown/Active Shooter Protocol
● Medical emergencies protocol
● Pandemic Flu – School Reopening Plan
● Resources
● Shelter in place protocol
● Systems failure protocol

Site map
Emergency phone contacts
Reunification plan

Hazard- and Threat-Specific Annexes

The hazard- and threat-specific annexes:

● Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
● Include provisions and applications for warning the public and disseminating emergency public information.
● Do not repeat information presented in the basic plan or functional annexes.

Repeating information is not advisable for the following reasons:
School staff and students should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.

Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.

The plan becomes larger and more difficult for users to comprehend.

Hazard- and threat-specific annexes do not repeat content but rather build on the information within the basic plan.

ON ALL INCIDENTS, FOLLOW UP WITH PARENT SQUARE ANNOUNCEMENT SO THAT PARENTS ARE AWARE OF THE RESOLUTION.
EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Incidents of Violence on Campus 85
- Accident at School 86
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- Suicide Attempt 145
- Suspicious Package 147
● Terrorist Attack/War
EMERGENCY RESPONSES    INCIDENTS OF VIOLENCE ON CAMPUS

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the principal and other key personnel.

WITHIN 24 HOURS

■ Contact the District Office to report the critical incident
■ Gather the facts
■ Ensure appropriate intervention to minimize additional injury
■ Provide first aid where necessary
■ Ensure the safety and welfare of students and staff
■ Set up an Emergency Operations Center, if appropriate
■ Assess the need for support and counseling for those directly and indirectly involved
■ Set up a recovery room
■ Provide factual information to staff, students and the school community
■ Ensure that the privacy of students and staff is maintained
■ Organize assistance such as transport home
■ Manage the media (Public Information Officer/Principal)

WITHIN 48-72 HOURS

■ Debrief all relevant persons
■ Arrange counseling as needed
■ Provide opportunities for staff and students to talk about the incident
■ Continue to provide updates to staff, students and the school community.
■ Act to dispel rumors
■ Restore normal functioning and service delivery as soon as possible
■ Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers
■ Implement protocols for a student or staff member, if required

WITHIN THE FIRST MONTH

■ Note student and staff behavioral changes such as reports that individuals cannot sleep, uncharacteristic difficulty coping with work, easily agitated. Where these occur, encourage referral to appropriate support services
■ Maintain school contact with hospitalized students and staff

EMERGENCY RESPONSE  ACCIDENT AT SCHOOL
Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

**STAFF ACTIONS:**
- Report an accident to the principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to the school office or school nurse for assistance.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**
- Post general procedures in the OFFICE explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

**ADDITIONAL STEPS FOR THE SCHOOL:**
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**EMERGENCY RESPONSE**

**ACTIVE SHOOTER**
Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

In the event of an active shooter, Amador Public Schools will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep staff and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active shooter on campus include the following:

- **Alert** – notify those in harm’s way of the danger at hand. Report incident immediately to law enforcement. Be clear, concise, and accurate with information. Caller should identify self, the location, suspect information, type of weapon (if applicable), direction of travel and call back number.

- **Lockdown** – Lock down and barricade entry points. Lock doors, cover windows, turn off lights. Only law enforcement may enter a locked-down room or an administrator with a key. Do not open doors by voice command.

- **Inform** – Principal or designee will give real time updates to affected school and office sites as approved by law enforcement.

- **Counter** – If the active shooter enters the room, be prepared to counter the attacker as a last resort. Use distraction devices, spread out, turn out the lights and be ready to cause confusion for the intruder.

- **Evacuate** – Put time and distance between staff and intruder if safe to do so.

**Parent-Student Reunification**

- Rooms will be cleared by law enforcement; children will be moved to reunification site. Reunification plan will be implemented.

**Recovery: Psychological Healing**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- The Incident Commander will transfer command upon the arrival of law enforcement. Remain calm.

- Assess the situation:
  - Is the shooter in the school?
  - Has the shooter been identified?
  - Has the weapon been found and/or secured?

  - Depending on the situation, initiate **LOCKDOWN** or **EVACUATION – Run, Hide, Fight**, as appropriate.

  - Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive,
injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).

- Identify command posts for police to respond. Assist police in entering the school; provide officers with critical information.
- Ensure injured students and staff receive medical attention.
- If the shooter has left, secure all exterior doors to prevent re-entry.
- If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- Keep the crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- Isolate and separate witnesses.
- Gather information for police about the incident and everyone involved with it:
  - Name of suspect(s)
  - Location of shooting
  - Number and identification of casualties and injured
  - Current location of the shooter(s)
- Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officers.
- Prepare letters for students to take home to their families.
- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief staff and school police officers.
- Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

**STAFF ACTIONS:**
- If gunfire is heard inside the school, implement **LOCKDOWN or EVACUATE – Run, Hide, Fight** immediately. Do not wait for an announcement. You will need to use your best judgment at that moment.
- Alert the principal/site administrator.
- Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.
- Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement **LOCKDOWN** or **EVACUATION**, as appropriate.
- Provide first aid for victims, if needed.
- Account for all students.
Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.

Assist police officers – provide identity, location and description of individuals and weapons.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom or evacuate campus using run, hide, fight actions.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library or evacuate campus using run, hide, fight actions.
- Lock the door or move furniture or trash can to bar access to the room or evacuate campus using run, hide, fight actions.
- If locked down, remain quiet until further instructions are provided by the principal or law enforcement.

ADDITIONAL STEPS FOR THE SCHOOL:

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Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

**Aircraft crashes into the school**

**STAFF ACTIONS:**
- Notify the Principal.
- Move students away from the immediate vicinity of the crash.
- **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check the school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal/designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Notify the police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION**, **OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- Notify the District Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from the building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine the extent of injuries.
- Do not re-enter the building until the authorities provide clearance to do so.
Aircraft crashes near school

**STAFF ACTIONS:**
- Notify the Principal.
- Move students away from the immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Notify the police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.
- Initiate REVERSE EVACUATION for students and staff outside or direct them to designated areas until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify the District Superintendent, who will contact the Office of Emergency Services.
- Fire department officials will secure the area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

**ADDITIONAL STEPS FOR THE SCHOOL:**
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**EMERGENCY RESPONSE AIR POLLUTION ALERT**
Severe air pollution may affect students and staff who are susceptible to respiratory problems.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air quality (smoke) episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Consider canceling all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc. CIF requires all sports to be canceled when the AQI is at or above 200.
- Instruct employees to minimize strenuous physical activity.

**STAFF ACTIONS:**
- Remain indoors with students.
- Minimize physical activity.
- Keep windows and doors closed.
- Resume normal activities after the All Clear signal is given.
EMERGENCY RESPONSE  ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:
■ If there is an imminent risk, call 911.
■ Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
■ Notify the principal.
■ Assist in getting “Epi” (Epinephrine) pens for individuals who carry them and prescription medications (kept in office).
■ If an insect sting, remove the stinger immediately.
■ Assess the situation and help students/staff members to be comfortable.
■ Move students or adults only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
■ If there is an imminent risk, call 911 (always call 911 if using “Epipen”).
■ Notify parents or guardians.
■ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
■ Observe for respiratory difficulty.
■ Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:
■ Keep an “Epipen in the school office and notify staff as to location.
■ Emergency health cards should be completed by parents for each child and should be easily accessible by school personnel.
■ Provide bus drivers with information sheets for all known acute allergic reactors.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE  ANIMAL DISTURBANCE
If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Isolate the students from the animal. Close doors as a means to isolate the animal.
- If the animal is outside, keep students inside and institute a **LOCKDOWN**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal.
- Contact the sheriff for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

**STAFF/TEACHER ACTIONS:**
- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

**ADDITIONAL STEPS FOR THE SCHOOL:**
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This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building’s ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

**Outside the building**

**STAFF ACTIONS:**
- Notify the principal.
- Move students away from the immediate vicinity of danger (if outside, implement REVERSE EVACUATION).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to a central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify the District Superintendent of the situation.
- Turn on a cell phone, iPad, or walkie-talkie and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrive for psychological counseling for students and staff.
Inside the building

**STAFF ACTIONS:**
- Notify the principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from the immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate a security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify the District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

**THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:**
- Wash affected areas with soap and water.
- Do not use bleach on potentially exposed skins.
- Remain in a safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.
- Immediately remove and contain contaminated clothing

**ADDITIONAL STEPS FOR THE SCHOOL:**

| EMERGENCY RESPONSE | BOMB THREAT |
In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt the caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify the site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of items by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify the principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.

If it is necessary to evacuate the entire school, use the fire alarm.

Notify the District Superintendent of the situation.

Direct a search team to look for suspicious packages, boxes or foreign objects.

Do not return to the school building until it has been inspected and determined safe by proper authorities.

Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

Use a systematic, rapid and thorough approach to search the building and surrounding areas.

Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

If a suspicious item is found, make no attempt to investigate or examine the object.

STAFF ACTIONS:

Evacuate students as quickly as possible, using primary or alternate routes.

Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.

Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE  BOMB THREAT CHECKLIST

To be completed by person receiving the call

CALL RECEIVED BY: ____________________  DATE ___________  TIME ________

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

1. What time is the bomb set for?

2. Where has it been placed?

3. What does it look like?

4. Why are you doing this?

5. Who are you?

Words used by caller: ____________________________________________________________

Description of caller:  ____Male  ____Female  ____Adult  ____Juvenile

Estimate age of caller:  _______  Other notes: ______________________________________

Voice characteristics:  ____Loud  ____Soft  ____Deep  ____High Pitched

____Raspy  ____Pleasant  ____Intoxicate  ____Nasal

Other: ____________________________

Speech:  ____Rapid  ____Slow  ____Disguised  ____Normal

____Stutter  ____Laughing  ____Slurred  ____Lisp

Manner:  ____Calm  ____Angry  ____Irrational  ____Excited

____Coherent  ____Incoherent  ____Deliberate  ____Crying

____Emotional  ____Righteous  ____Laughing  ____Foul

Language:  ____Excellent  ____Good  ____Fair  ____Poor

Use of certain phrases: _________________________________________________________

Accent:  ____Local  ____Foreign  ____Regional  ____Other

Background Noises:  ____Airplane  ____Animals  ____Industrial Machines  ____Voices

____Static  ____Motors  ____Office Machines  ____Street

Traffic
<table>
<thead>
<tr>
<th>Quiet</th>
<th>Music</th>
<th>Party Scene</th>
<th>Trains</th>
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<tbody>
<tr>
<td>PA System</td>
<td>TV</td>
<td>Other</td>
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</table>
EMERGENCY RESPONSE          BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:
■ Turn off power, ignition and headlights. Use safety lights, as appropriate.
■ Evaluate the need for evacuation.
■ Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:
■ Call 911, if warranted.
■ Notify the principal.
■ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
■ Move all uninjured students to a safe distance from the accident.
■ Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
■ Notify law enforcement.
■ Notify parents/guardians of all students on the bus as soon as accurate information is available.
■ Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
■ Notify the school community about the incident and status of injured students and/or staff. Prepare news releases for the media, if appropriate.

Earthquake during bus trip
BUS DRIVER ACTIONS:
■ Issue DUCK, COVER and HOLD ON instruction.
■ Stop buses away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
■ Set the brake, turn off the ignition and wait for the shaking to stop.
■ Check for injuries and provide first aid, as appropriate.
■ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
■ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
■ If instructed to continue route,
■ Enroute to school, continue to pick up students.
■ Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
■ If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
■ Remain with students until further instructions are received from the site administrator.
■ Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:
■ Do not drive through flooded streets and/or roads.
■ Take an alternate route or wait for public safety personnel to determine a safe route.
■ If the bus is disabled, stay in place until help arrives
■ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
■ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
■ Account for all students and staff throughout the emergency.

ADDITIONAL STEPS:
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EMERGENCY RESPONSE  CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:
■ Alert others in the immediate area to leave the area.
■ Close doors and restrict access to the affected area.
■ Notify principal/site administrator.
■ DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
■ Notify the Fire Department and the Department of Public Health. Provide the following information:
  ▪ School name and address, including nearest cross street(s)
  ▪ Location of the spill and/or materials released
  ▪ Characteristics of spill (color, smell, visible gasses)
  ▪ Name of substance, if known
  ▪ Injuries, if any
■ Notify Maintenance/Building and Grounds Manager.
■ Determine whether to implement SHELTER IN PLACE, EVACUATION and/or student release.
■ Post a notice on the school office door stating location of alternate school site.
■ Notify the District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:
■ If SHELTER-IN-PLACE, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material to seal air leaks.
■ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
■ If EVACUATION is implemented, direct all students to report to the nearest designated building or assembly area.
■ Upon arrival at a safe site, take attendance to be sure all students have been evacuated and accounted for. Notify the principal/site administrator of any missing students.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE  CHEMICAL ACCIDENT (onsite)
This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:
■ Alert others in the immediate area to leave the area.
■ Close windows and doors and restrict access to the affected area.
■ Notify principal/site administrator.
■ DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
■ Notify the Fire Department and the Department of Public Health. Provide the following information:
  ▪ School name and address, including nearest cross street(s)
  ▪ Location of the spill and/or materials released; name of substance, if known
  ▪ Characteristics of spill (color, smell, visible gasses)
  ▪ Injuries, if any
  ▪ Your name and telephone number
■ Notify Maintenance/Building/Grounds Manager to shut off mechanical ventilating systems.
■ If necessary, proceed with school EVACUATION using primary or alternate routes, avoiding exposure to the chemical fumes.
■ Post a notice on the school office door stating location of alternate school site.
■ Notify District Superintendent of school status and location of alternate site.
■ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:
■ If EVACUATION is implemented, direct all students to report to the nearest predetermined assembly area. Take a class roster with the emergency folder. Check that all students have left the building. Students are not to be left unattended at any time during the evacuation process. Students are to remain quiet during evacuation.
■ Upon arrival at the evacuation site, take attendance. Notify the principal/site administrator of any missing students.
■ Upon arrival at the evacuation site, take roll and report attendance to the Principal immediately. Notify emergency response personnel of any missing students.
■ Do not return to the building until emergency response personnel have determined it is safe.
EMERGENCY RESPONSE  CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to

▪ disrupt school activities;
▪ cause injury to staff and students; and/or
▪ damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

■ Report disruptive circumstances to the principal/site administrator.
■ Avoid arguing with participant(s).
■ Have all students and employees leave the immediate area of disturbance.
■ Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or law enforcement. Shut window coverings
■ Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

■ If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
■ Set up a communication exchange with the students, staff and principal. Try to restore order.
■ If unable to calm students and violent or uncontrolled behavior is probably, notify police of the situation and request assistance.
■ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

■ Call 911.
■ Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
■ Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
■ Cancel all outside activities.
■ Maintain an accurate record of events, conversations and actions.
■ Assign staff members to assist nurses as necessary.

**STAFF ACTIONS:**

■ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

■ Instruct students to **DUCK, COVER AND HOLD**, lie on the floor and keep students calm.

■ Care for the injured, if any.

■ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
EMERGENCY RESPONSE  CRIMINAL ACT

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

■ Notify police (dial 911).
■ Identify all parties involved (if possible). Identify witnesses, if any.
■ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
■ If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
■ If the incident involves a student, notify the parents or guardians.
■ Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
■ Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

■ Care for the victim. Provide any medical attention needed.
■ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

ADDITIONAL STEPS FOR THE SCHOOL:

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A student’s death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such a tragedy will help the administrator know what to say to the student’s family and the school community.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- Contact the student’s family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with the front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student’s classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student’s personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.
STAFF ACTIONS:

■ Allow students who wish to meet in a counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with a facilitator/counselor to individually escort each student to the counseling support site.

■ Refer to Psychological Recovery Plan
EMERGENCY RESPONSE  DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

■ Verify the death and obtain as much information about it as possible. Contact the Coroner’s Office.

■ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.

■ If the death occurred in the evening or weekend, implement the staff phone tree (Parent Square may not be the best choice) so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.

■ Contact the decedent’s family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.

■ Meet with the front line staff/crisis team as soon as possible so that everyone understands the response plan.

■ Determine whether additional resources are needed and make appropriate requests.

■ Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.

■ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.

■ Facilitate classroom and small group discussions for students.

■ Prepare a parent/guardian information letter and distribute it to students at the end of the day.

■ Determine who from the decedent’s family will secure the personal belongings. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.

■ Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.

■ Thank all those who assisted.

■ Continue to monitor staff and students for additional supportive needs.

■ Refer to Psychological Recovery Plan

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE                          DIRTY BOMB

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
  n Notify District Superintendent of the situation.
  n DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate REVERSE EVACUATION to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
  n Call 911. Provide location and nature of the emergency and school actions taken.
  n Set up decontamination station where students and staff may shower or wash with soap and water.
  n Prepare a list of those who are in the affected area to provide to emergency response personnel.
  n Turn on a battery-powered commercial radio and listen for instructions.
  n Arrange for medical attention for those injured by the explosion.
  n Arrange for psychological counseling for students and staff.

STAFF ACTIONS:
  n Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
  n Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
  n Avoid touching any objects thrown off by the explosion—they might be radioactive.
  n Follow standard student assembly, accounting and reporting procedures.
Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.

Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.

Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive.

**Inside, close to the incident**

**Principal/Site Administrator Actions:**
- Do not mix populations. For those inside at the time of the explosion, initiate Shelter In Place procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

**Staff Actions:**
- Keep students calm. Instruct students to Duck, Cover and Hold.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

**Additional Steps for the School:**
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Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is
important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

**Inside Building**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send a search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify the District Office of school and personnel status. Determine who will inform the public information media as appropriate.
- Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

**STAFF ACTIONS:**
- Give **DROP, COVER and HOLD** commands. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under the table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to the principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter the building until it is determined to be safe.

**Outside Building**

**STAFF ACTIONS:**
- Move students away from buildings, trees, overhead wires, and poles. Get under the table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind the neck, bury face in arms, make body as small
as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold overhead for added protection. Maintain position until shaking stops.

- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to the principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines
- Do NOT re-enter the building until it is determined to be safe.
- Follow instructions of the principal/site administrator.

During non-school hours

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with the District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify the fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangements such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify the District Office, who will inform the public information media as appropriate.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE EXPLOSION**

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

**PRINCIPAL/SITE ADMINISTRATOR:**

- Determine whether site evacuation should be implemented. If so, sound a fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Notify the Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility companies of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within the building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate sites for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

**STAFF ACTIONS:**
- Initiate **DROP, COVER AND HOLD**.
- If an explosion occurred inside the school building, **EVACUATE** to the outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout the evacuation process.
- Upon arrival at the assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If an explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from the site of the explosion.
EMERGENCY RESPONSE  FIRE (offsite)

SEE WILDFIRE EVACUATION PLAN FOR SEPARATE EMERGENCY RESPONSE

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
■ Determine if EVACUATION of school site is necessary.
■ Contact the local fire department (call 911) to determine the correct action for your school site.
■ If necessary, begin evacuation of school sites to previously identified safe sites using school evacuation plans. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.
■ Direct inspection of premises to assure that all students and personnel have left the building.
■ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
■ Monitor radio stations for information.
■ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:
■ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
■ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
■ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
■ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:
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EMERGENCY RESPONSE  FIRE (onsite)
Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement EVACUATION of the building.
- Immediately EVACUATE the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify the District Office of the situation.
- Notify the appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for OFF-SITE EVACUATION by DIRECTED TRANSPORTATION.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- EVACUATE students from the building using primary or alternate fire routes. Take emergency backpacks and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with the school routine.
Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify the District Superintendent of school status and action taken.
- Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify the local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue **DIRECTED TRANSPORTATION** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Monitor AM radio weather station KNCO for flood information.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Notify through emergency response calls to parents where students are.

**STAFF ACTIONS:**

- If warranted, **EVACUATE** students using evacuation plans. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to the school building until it has been inspected and determined safe by property authorities.

**BUS DRIVER ACTIONS:**

- If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

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**EMERGENCY RESPONSE**

**GAS ODOR / LEAK**
All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

**STAFF ACTIONS:**
- Notify principal or office
- Move students from the immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If the odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to the Principal/Site Administrator.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- If a gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify the utility company.
- Determine whether to move to an alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide a bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order EVACUATION of the school. See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
■ Call 911, if necessary.
■ If there is a threat of airborne toxicity, shut-off the ventilation system in the affected area.
■ Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
■ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
■ If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of hazardous materials.
■ Notify District Superintendent.
■ Wait for instructions from emergency responders—Health or Fire Department.
■ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
■ Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:
■ Follow standard student assembly, accounting and reporting procedures.
■ Report names of missing students to the office.
■ Do not take unsafe actions such as returning to the building before it has been declared safe.

ADDITIONAL STEPS FOR THE SCHOOL:

EMERGENCY RESPONSE   HOSTAGE SITUATION
Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**
- Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have the school liaison wait at the assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging areas, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

**STAFF ACTIONS:**
- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Alert the principal/site administrator.
- Account for all students.

**ADDITIONAL STEPS FOR THE SCHOOL:**
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**EMERGENCY RESPONSE**

**INTRUDER**
All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

| All visitors entering school grounds on school days between 7:30 a.m. and 3:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor. -- California Penal Code Title 15, Chapter 1.1 § 627.2 |

To help prevent intruders on school grounds, Amador Public Schools will require sign-in sheets and name tags to be worn in a visible location. Name tags will be filled out by office staff and visitors will return to the office to sign out and return name tags.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in a soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - “What can we do to make this better?’
  - “I understand the problem, and I am concerned.”
  - “We need to work together on this problem.”
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep the subject in view until police or law enforcement arrives.
- Take measures to keep the subject away from students and buildings.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep the site clear of visitors.

**STAFF ACTIONS:**

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruders in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruders from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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EMERGENCY RESPONSE  IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist if there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until the parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individuals.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- School professionals (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardians sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student’s return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.

Notify principal/site administrator.

Notify school nurses, school psychologists, counselors or social workers.

Protect individuals from injury.

ADDITIONAL STEPS FOR THE SCHOOL:
EMERGENCY RESPONSE  KIDNAPPING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
■ Verify information with the source of the abduction report.
■ Contact law enforcement (call 911) for assistance.
■ Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
■ Provide suspect information to the police, if known.
■ Contact the parents/guardian of the student involved and establish a communication plan with them.
■ Obtain the best possible witness information.
■ Conduct a thorough search of the school/campus/bus.
■ Relay current information to police, parents and essential school staff.
■ Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
■ Advise the law enforcement dispatcher of the staff member key contact’s name and number.
■ Provide the key contact with access to school records.
■ Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
■ When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:
■ Notify principal, providing essential details:
  ▪ Name and description of the student
  ▪ Description of the suspect
  ▪ Vehicle information
■ Move students away from the area of abduction.

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE        MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

■ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate.
  Provide:
  ▪ School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  ▪ Exact location within the building
  ▪ Nature of the emergency and how it occurred
  ▪ Approximate age of injured person
  ▪ Caller’s name and phone number
  Do not hang up until advised to do so by the dispatcher.

■ Assign staff members to meet the rescue service and show the medical responder where the injured person is.

■ Assemble emergency care and contact information of victim

■ Monitor the medical status of the victim, even if he or she is transported to the hospital.

■ Assign a staff member to remain with the individual, even if he or she is transported to the hospital.

■ Notify parents/guardians if the victim is a student. Describe type of illness or injury, medical care being administered, and location where the student has been transported.

■ Advise staff of the situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

■ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.

■ Notify Principal/Site Administrator.

■ Stay calm. Keep the individual warm with a coat or blanket.

■ Ask the school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.

■ Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

Universal Precautions when Treating a Medical Emergency
Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids. Wash hands thoroughly after providing care.
If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route/walking information
- Notify parents/guardians if the student is not found promptly.
- If a case involves abduction, begin gathering witness information for the police. Interview friends, last person to see students.
- Double-check circumstances:
  - Did someone pick up the student?
  - Could the student have walked home?
  - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact’s name and number.
- If missing during bus transportation, provide law enforcement with the child's bus stop location and nearest other bus stops.
- Have the driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher.
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardians.
When the child is found, contact all appropriate parties as soon as possible.

Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

- Confirm that the student attended school that day. Notify the Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

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**EMERGENCY RESPONSE**

**MOTOR VEHICLE CRASH**

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
■ Notify the police and fire department (call 911).
■ Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
■ Arrange for first aid treatment and removal of injured occupants from the building.
■ Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
■ Ensure that students and staff remain at a safe distance from the crash.
■ Account for all building occupants and determine the extent of injuries.
■ Notify District Superintendent.

STAFF ACTIONS:
■ Notify the Principal.
■ Move students away from the immediate vicinity of the crash.
■ EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
■ Check the school site to assure that all students have evacuated.
■ Take attendance at the assembly area.
■ Report missing students to the principal /designee and emergency response personnel.
■ Maintain control of the students a safe distance from the crash site.
■ Care for the injured, if any.
■ Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

ADDITIONAL STEPS FOR THE SCHOOL:
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Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain the spread of the virus.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Activate heightened surveillance of illness within the school site. Gather data on symptoms of students and staff who are sick at home.
- Ensure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette.
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

**STAFF and STUDENT ACTIONS:**

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).

**Respiratory Hygiene Etiquette**

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag
- Practice “respiratory hygiene etiquette”.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

**ADDITIONAL STEPS FOR THE SCHOOL:**
- Monitor attendance for absenteeism trends
- Monitor students with severe absenteeism
EMERGENCY RESPONSE  POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

■ Call 911.
■ Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
■ Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
■ Provide a list of potentially affected students and staff to responding authorities.
■ Provide staff with information on possible poisonous materials in the building.
■ Notify the District Superintendent of the situation and number of students and staff affected.
■ Confer with the Department of Health and Human Services before the resumption of normal school activities.
■ Prepare communication for families advising them of the situation and actions taken.

STAFF ACTIONS:

■ Notify principal/site administrator.
■ Call the Poison Center Hotline 1-800-222-1222.
■ Administer first aid as directed by the poison information center.
■ Seek additional medical attention as needed

PREVENTATIVE MEASURES:

■ Keep poisonous materials in a locked and secure location.
■ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
■ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training

ADDITIONAL STEPS FOR THE SCHOOL:
EMERGENCY RESPONSE    PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

■ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
■ Contact the local police department for the school’s jurisdiction and advise them of the situation.
■ Notify staff of the planned demonstration.
■ Develop an information letter to parents if needed.
■ Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
■ Designate a staff member to handle incoming calls during the demonstration.
■ Establish areas where demonstrators can set up without affecting the operation of the school
■ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

■ Do not allow students to be interviewed by the media or join in the demonstration

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE    SEXUAL ASSAULT
Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911 if the assault is physical.
- Close off the area to everyone.
- Assign a counselor/staff member to remain with the victim.
- Review possible need for a LOCKDOWN until circumstances surrounding the incident are known.
- Notify the victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Discuss with counselors how to handle the emotional effects of the incident on the student and staff population. Plan appropriate school events for the next day.
- Coordinate statements to the media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

**STAFF ACTIONS:**

- Determine if immediate medical attention is needed. If so, call 911.
- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE  STORM / SEVERE WEATHER**
Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student’s method of returning home is safe and reliable.

**Severe Storm**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Notify superintendent or designee of school status. District office staff will determine whether school will be closed or remain open.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

**Windstorm**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

**STAFF ACTIONS:**
- Evacuate any classrooms bearing the full force of wind and into inner rooms within the building. Initiate **DROP, COVER AND HOLD** with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to the principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.
ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE STUDENT RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:
■ In a violent situation, immediately notify the first available adult.
■ Do not retaliate or take unnecessary chances.
■ Move away from the area of agitation.
■ Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
■ Stay calm and reassure fellow students.
■ Assist teachers and staff in accounting for students.
■ Share all relevant information with law enforcement, teachers, and school staff.
■ Follow directions from school administrators or law enforcement directions about where to go.
■ Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
■ Initiate LOCKDOWN, if warranted. Alert other administrators about the incident.
■ Control student ingress and egress from campus.
■ Identify why the disruption is occurring. If necessary, notify police to request assistance.
■ If disruption is non-violent, notify the district office.
■ Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
■ If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the family handbook updated yearly.
■ Notify parents about the incident, as appropriate.
■ After ensuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.
Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS IN CASE OF SUICIDE ATTEMPT:**

- Call an ambulance in event of overdose or injury requiring medical attention.
- Call 911 if an immediate threat exists to the safety of the student or others.
- Calm students by talking and reassuring them until police arrive. Try to have the student relinquish devices for and means of harming self. If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Contact School Counselor to complete suicide risk assessment.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- Complete a referral to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

**STAFF ACTIONS:**

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do **NOT** struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

**PREVENTION:**

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do **NOT** struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.
All staff who interact with students receive state approved suicide prevention training through Get Safety Trained. The School Psychologist and School Counselor are available for follow up after training to answer additional questions.
The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., “Personal”
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air.
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

**STAFF ACTIONS if package is unopened and not leaking:**

- Do not open the package. Do not pass it around to show it to other people.
- Do not bend, squeeze, shake or drop packages.
- Put the package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- Leave the room promptly and prevent anyone from entering.
- Notify the principal or Site Administrator.

**STAFF ACTIONS if package is leaking:**

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do *not* clean up the powder.
- Put the package on a stable surface.
- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify the principal or Site Administrator.
ADDITIONAL STEPS FOR THE SCHOOL:

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Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries.
- Victims who are contaminated or seriously injured.
- Widespread fear and panic.
- A crime scene to protect.

**Civil Defense Warning of Possible Enemy Attack**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
- Move students to the closest suitable shelter.
- If the above is not advisable, remain in the school building as a place of shelter.
- Call 911 and explain the situation.

**STAFF ACTIONS:**
- Keep students calm.
- Close all curtains and blinds.

**Enemy Attack Without Warning**

**STAFF ACTIONS:**
- Keep students calm.
- Close all curtains and blinds.
- Instruct students to DUCK AND COVER.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**Comprehensive School Safety Plan**
Part 7: District Emergency Communications Procedures (1 of 3)

Most schools are connected to each other and to the district and county office of education personnel through a direct inbound dial (DID) system. Argonaut High School has DID phones in every classroom, office and conference room.

Many schools in the district have intra and internet access. Every employee in the district has an email account assigned by the district, but many school sites do not have email access in every classroom. Every employee at Argonaut High School has access to email, a local intranet server and the internet. All teachers have access in their rooms, office personnel have access at their desks, and classified personnel have access through either a shared computer located in the office or in their assigned workspace.

Argonaut High School has two public lines (209-257-7700) that people can call to connect with office personnel, as well as all of the DID lines located in classrooms, the library, staff room, offices and the conference room. There is also a fax line (209-223-3149) that can be used for voice communication.
While not officially available, and not required by nor funded by the district, many staff have cell phones with them on campus. There is no official list of administrators’ cell phone numbers, but the principal at Argonaut High School has the numbers of all school sites, some of the district office numbers, and some cell phone numbers of district administrators. Those with Verizon, AT&T, and other various carrier accounts are able to access cells from certain parts of the campus area.

Amador County Unified School District Phone Directory

<table>
<thead>
<tr>
<th>School Site</th>
<th>Phone</th>
<th>Fax</th>
<th>Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador HS</td>
<td>257-7300</td>
<td>267-5942</td>
<td>Jessica Dorris</td>
</tr>
<tr>
<td>Argonaut HS</td>
<td>257-7700</td>
<td>223-3149</td>
<td>Troy Gassaway</td>
</tr>
<tr>
<td>Community</td>
<td>245-4284</td>
<td>245-3864</td>
<td>Butch Wagner</td>
</tr>
<tr>
<td>Independence HS</td>
<td>257-5100</td>
<td>267-5497</td>
<td>Butch Wagner</td>
</tr>
<tr>
<td>North Star IS</td>
<td>257-5150</td>
<td>267-5847</td>
<td>Kelly Hunkins</td>
</tr>
<tr>
<td>Ione Elementary</td>
<td>257-7000</td>
<td>274-2167</td>
<td>Jeni DeWalt</td>
</tr>
<tr>
<td>Ione Jr. High</td>
<td>257-5500</td>
<td>274-0671</td>
<td>Richard Modesti</td>
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<td>Jackson Elementary</td>
<td>257-5600</td>
<td>223-2366</td>
<td>Barbara Magpusao</td>
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<td>Jackson Jr. High</td>
<td>257-5700</td>
<td>257-5757</td>
<td>Andrew Gardner</td>
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<td>Pine Grove Elem.</td>
<td>296-2800</td>
<td>296-3133</td>
<td>John Hawley</td>
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<td>295-6500</td>
<td>295-1660</td>
<td>Carmen Glaister</td>
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<td>257-7800</td>
<td>245-6376</td>
<td>Joseph Horacek</td>
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<tr>
<td>Sutter Creek Elem.</td>
<td>257-7200</td>
<td>267-1231</td>
<td>Tia Peters</td>
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<td>257-7100</td>
<td>267-9210</td>
<td>Tia Peters</td>
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<tr>
<td>Triglia (Argo site)/</td>
<td>257-7727</td>
<td></td>
<td>Lisa Valdez-Shaw</td>
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<td>Stony Creek Preschool</td>
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Part 7: District Emergency Communications Procedures (2 of 3)

Extended Learning Centers

Ione Elementary  257-7024
Jackson Elementary  257-5629
Pine Grove Elementary  296-0633
Pioneer Elementary  295-6515
Plymouth Elementary  257-7853

State Preschools

Ione  257-7013
Jackson  257-7778
Pioneer  295-6503
Plymouth  257-7810
Sutter Creek  267-0387

District Dept.  Phone  Fax  Person

Superintendent  257-5353  257-5360  Torie Gibson
  Adam Cranfill, Admin. Asst.

Business Offices  257-5375  223-1733  Jared Critchfield; Asst. Sup., CBO
  257-5345  Haley Maciel
  257-5333  Nancy Kohlman
  257-5337  Pamela Benson
  257-5366  Lydia Cooper
  257-5348  Gordon Wilson
Nurses  257-5426  257-5384  Dawn Liebold
257-5365  Virginia Romo
257-5427  Kris Carroll
Technology  257-5357
257-7780  Dan Hebert (Technology Coordinator)
257-5349  Michelle Hanson (Student Information)
257-7772  Brian Enos (Network Tech)
257-7782  Jerry Howe (Network Tech)
257-7787  Justin Maciel (Comp. Tech)
257-7769  Greg Barnes (Comp. Tech)

Argonaut High School
WILDFIRE PLAN

OVERVIEW

The purpose of this School Protection and Evacuation Plan (SPEP) is to help school officials and collaborating agencies coordinate preparedness efforts to protect life, property, and critical infrastructure at this site in advance of a wildfire, and to clearly outline procedures and protocols for when evacuation or voluntary dismissal becomes necessary.

INCIDENT COMMAND SYSTEMS (ICS) is a standardized approach to the command, control, and coordination of on-scene incident management that provides a common hierarchy within which personnel from multiple organizations can be effective. ICS specifies an organizational structure for incident management that integrates and coordinates a combination of procedures, personnel, equipment, facilities, and communications. Using ICS for every incident helps hone and maintain skills needed to coordinate efforts effectively.

Argonaut High School

Incident Management Team Roles
**Incident Commander:** (Troy Gassaway)

Anyone can be the IC if they are the first on the scene then site administrator

- Responsibility is to coordinate the school response
- Continually checking on status, progress and needs of all other IC team chiefs
- Coordinates with responding agencies and establishes a unified command
- Transfer command as applicable

**Incident Scribe:** (Lorena Velasco)

- Stays with the Incident Commander at all times
- Keeps a written record of the incident including actions taken, actions reported to the Incident Commander, time, person reporting, etc.

**Safety Officer:** (Carrie Foster)

- Responsible for the needs of the school staff
- Monitors school staff responders to prevent unsafe actions
- Roams and ensures people have breaks if needed
- District may provide safety function
- Provides needed items
- Responsible to “sweep” bathrooms, hallways, and other areas for students, staff, visitors
- Load students on busses

**Public Information Officer:** Dave Vicari

Communication/Media:

Is the official spokesperson for the district/school

- All school personnel should refer information requests to the PIO
- The PIO will work jointly with the responding agencies.
- All media releases must be approved by the Overall Incident Commander before release
- Primary task is to handle the media
- Arranges for news conferences, etc.

**Liaison:** (Jared Critchfield)

- The Liaison provides general information to the other agencies, but does not make command decisions
- Is the contact/communication link for other community agencies
- Creates a communication link between the IC and the Fire/Police
• Responsible for communication between students, management team, staff and parents
• Make sure communication systems are functioning.
• May have to establish “messengers” if communication cannot be established.

**Operations**

**Security** (Garrett Gray)
• Secure ingress/egress
• Direct First Responders
• Direct Traffic

**First Aid:** (Scott Hunkins and Rick Davis)
Triage and treat injured staff or students
Keep records of students transported by emergency personnel, designate hospital.
A team member might accompany children to hospital
Responsible for patient identification and tracking

**Mental Health Crisis Team:** (Clarissa Bellotti and Sarah Yonan)
Critical Incident Stress Management (CISM) - To be arranged by NCSOS
• Arrange for support for staff and students.
• Responsible for mental health crisis intervention and related support activities for students and staff
• Coordinates with other community mental health resources
• Implements the mental health portion of Aftermath Plan

**Accountability Team:** (Sandra Trevaskis)
School enrollment for the day:
• Check attendance for that day for both students and adults (everyone on campus)
• Determines who is missing or unaccounted for, sends list to Student Release Team and IC

**Transportation:** (Chris Fenton)
• Arranges for cars or buses
• Supervises loading, moving of cars or buses
• May have to arrange alternative transportation

**Assembly Team:** (Lorena Velasco and Monty Wright)
• Responsible for setting up evacuation site – not for finding the site, but for
• organizing the site once the students arrive
• Coordinates the supervision of students until release
• Works closely with the Accountability and Student Release Team
• Manages Restrooms always an issue

**Student Release:** (Megan Eckhart and Laura Dillian)
Sets up a parent release center
• Gets information from Accountability Team
• Should have an administrator present
• Documents person picking up child with proper identification

**Logistics**

**Communications:** (Lorena Velasco)
• Dispense hand held radios

**Fire suppression:** (Monty Wright)
• Retrieve and distribute hoses, shovels, etc. – deliver to shelter in place building
• Retrieve fire extinguishers – deliver to Shelter in Place building

**Medical Supplies:** (Kim Hernandez)
• Retrieve Medical Trauma bags and move to designated Medical Treatment Area

**Food/Water Supplies:** (Christina Cardenas)
• Retrieve food and water and deliver to designated Shelter in Place building

**After the Event:**

**Administration/Finance**
ACUSD / ACOE Business Office
• This team is responsible for collecting data, scribe records, expenses, etc. either during or after the incident
• Provides an official record of the event

• Coordinates the follow up paperwork, reports
• Works closely with other Management Chiefs to provide personnel information, resource information, money/credit if needed
• Administration Chief reports to the School IC
EMERGENCY WILDFIRE EVACUATION PLAN
This section provides a detailed overview of procedures to follow when an emergency evacuation or shelter in place becomes necessary.

In an emergency, local officials may issue either an evacuation warning or an evacuation order.

An evacuation warning is the alerting of people in an affected area of potential threat to life and property. An evacuation warning considers the probability that an area will be affected within a given timeframe and prepares people for a potential evacuation order. Evacuation warnings are particularly necessary when dealing with a variety of issues such as large school populations or people with disabilities and access and functional needs. In a fast-moving fire there may not be time for first responders to issue an evacuation warning (prepare to evacuate).

**Evacuation order:** Requires immediate movement of people out of an affected area due to an imminent threat to life.

Once an evacuation warning or order has been issued, school administrators should listen to, and comply with, directions provided by law enforcement to maintain a safe and streamlined evacuation process.

1. **REMAINING IN SESSION – MAINTAINING SITUATIONAL AWARENESS:**
   If there is a wildfire burning in the general area of your school, but law enforcement has not yet issued any evacuation orders, it may be safest to remain in session, maintain situational awareness and make preparations for evacuation if and when local authorities require it. The decision to remain in session will depend on the specific event relative to your school’s unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography.

2. **SHELTER-IN-PLACE:**
   In some instances, when an evacuation may put students and staff at greater risk, it may be necessary to shelter-in-place. This may be the most appropriate protective action during a fast moving, approaching wildfire, when leaving school grounds poses more of a danger than remaining in place.

   Under the best circumstances, sheltering-in-place should be considered when one or more buildings on campus is designed to withstand heat and flames from an approaching wildfire. In other words, these buildings must be built with ignition-resistant construction, including well maintained defensible space, such as fire-resistant landscaping, with a minimum 100-foot defensible space surrounding the structure(s). Local fire authorities can assist in evaluating a facility’s defensible space, ignition-resistant construction, and fire mitigation efforts.
Shelter-in-Place Procedures (Local Fire Department)

All students move to the Lunch Room on their campus during a Shelter in Place unless it is on fire, in which case all will evacuate to the parking area and wait for instructions.

1. Stay indoors and wait for the wildfire-front to pass.
2. Call 9-1-1 to let them know you are sheltering-in-place.
3. Advise parents not to attempt to pick up children from school.
5. If landlines go down, try using a cellular phone as an alternative (text, do not call).
6. Since the electricity may go out, have a battery or solar-powered radio, with extra batteries.
7. Listen for fire updates.
8. Have trained staff members protect students and institute proper emergency procedures on site.
9. If time and conditions permit, move anything that can catch fire away from the exterior of the building, including combustible furniture, cloth awnings, and trash cans. Re-locate these items to the furthest point outside, away from buildings.
10. Turn off all fans and air conditioning/heating units.
11. Close all interior and exterior doors and windows to prevent embers from entering your building. Draw draperies and window coverings wide open, well past the perimeter of the window. This will prevent radiant heat from catching the window coverings on fire.
12. Do not cover the inside of windows with foil or any other materials.
13. Move interior furniture away from windows to prevent radiant heat from catching the furniture on fire.
14. Open gates to allow for emergency responders to enter.

3. EVACUATION WARNING:

Early dismissal may be announced when a wildfire threat potential exits in the area.
1. An All Call through Parent Square will come from the school by phone, email and text.
2. Students can be picked up and checked out at the school site office to adults listed on the student’s emergency card.
3. Students unable to be picked up will remain with staff until the regular dismissal.

Alternate Assembly-moving students to a safer location.
This could be used at any time during a wildfire given the conditions. The primary location would be another campus within Amador County, to be determined dependent on fire behavior and safety.
1. ACUSD/ACOE Leadership and Emergency services make the decision to move students.
Pine Grove Elementary STEM – Pine Grove Elementary STEM Comprehensive Safety Plan

2. Buses are called if needed.
3. The decision is communicated to staff.
4. Staff grab radios, emergency bags, and other reunification supplies.
5. Parent Square communication goes out to families.
6. Students gather in the Main Office area of school to begin walking or loading into designated cars.
7. First aid team sweeps campus for any students/staff still on campus.
8. Students transported to new location.
9. Teachers keep track of which cars students are in.
10. Traffic control immediately blocks families/parents until reunification is set up.
11. Roll is taken at the destination once students are gathered.
12. Reunification area set up and process is initiated.

Reunification may require parents to pick students up from an alternative location. This information will be communicated as noted above. It is vital the following procedures are followed to keep everyone safe:

1. We can only release students to adults listed on the emergency cards.
2. We can only release students to adults who show a valid photo ID even if we personally know you.
3. School officials will monitor and bring parents into the site to identify the children they are picking up.
4. ID is verified and parents sign students out.
5. Runners will gather your child/children from the holding area.
6. You may exit through a different door.

4. EVACUATION ORDER:
1. Staff cars will be used if students must be evacuated and buses cannot get there in time.
2. The decision is communicated to staff.
3. Staff grab radios, emergency bags, and other reunification supplies.
4. Parent Square communication goes out to families.
5. Students gather in the Main Office of school to begin loading buses or cars.
6. First aid team sweeps campus for any students/staff still on campus.
7. Teachers keep track of which cars students are in.
8. Students transported to new location (Determined by fire behavior).
9. Traffic Control immediately blocks families/parents at reunification site until reunification is set up.
10. Roll is taken at the destination once students are gathered.
11. Reunification area set up and process is initiated.

COMMUNICATION:
1. All Call Parent Square systems: phone call, email, and texts of important updates.
2. CodeRed: sends alerts to mobile devices
   - If Life/Safety, call 9-1-1.
3. https://kvgeradio.com, 96.5 FM or 1340 AM
4. Social Media
   - Facebook- https://www.facebook.com/AmadorCOE
   - Instagram- https://www.instagram.com/ACUSD.ACOE

EMERGENCY PREPAREDNESS FOR PARENTS:

Recommended actions for parents in advance of a disaster may include:

1. Review the family emergency plan with your child, including reunification and communication options. Develop plan for bus stops, before school, after school, special events.
2. Provide the school with information about any unique needs your children may have. This can be accomplished by filling out an emergency information form and working with school health staff to be sure there is an emergency plan on file for your child that includes information on health issues and what is needed during school emergencies.
3. Arrange for the school to have back up/extra medication or other items to address the unique needs of your child so they have what they need if there is an emergency where they need to remain in the school building for a longer period of time.
4. Provide the school and your child's teacher with up-to-date emergency contact information for family or friends who can help out if you are unavailable. Be sure to update this information as needed throughout the school year.
5. Learn about the school's plan for emergency response, including parental access during emergencies, school emergency contact information, meet-up locations, and other reunification plans.
6. Make a plan for students that are home during Distance Education without parent supervision.

In a school emergency, the first instinct for a parent is to call or rush to the school to pick-up his/her child/children. These actions can complicate matters from a safety and security standpoint.

Parents too close to an incident often hinder the response and rescue attempts of police and fire officials on the scene. The best action parents can take in an emergency is to stay close to phone and e-mail and to monitor local radio and TV reports for regular updates and instructions.

Pine Grove Elementary STEM – Pine Grove Elementary STEM Comprehensive Safety Plan

What parents SHOULD do:

1. Tune into local TV/Radio stations for official school news alerts. Instruct parents where they can find up-to-date information from the school and/or district.
2. Rely only on official communication from the school district or public safety officials.
3. Listen for official information regarding reunification through Parent Square.
What parents SHOULD NOT do:
1. Call or rush to the school. Excessive traffic may interfere with emergency responders’
   ability to curtail the disaster or render life-saving aid to those in need. Trust the systems!

Pine Grove Elementary STEM – Pine Grove Elementary STEM Comprehensive Safety Plan

References

Local Hazard Mitigation Plan (LHMP) of Amador County. (2020).


California Office of Emergency Services – Student Safety Planning
https://www.caloes.ca.gov/cal-oes-divisions/planning-preparedness/school-emergency-planning-safety