Plymouth Elementary School
Comprehensive School Safety Plan

December, 2021 – March, 2023
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Amador Public Schools – Plymouth Elementary School

Comprehensive School Safety Plan

December, 2021 - March, 2023
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## Appendix A

- Site specific/Incident Specific

## Emergency Responses

### 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.
Signature Page

Torie F. Gibson, Ed.D.  Kandi Thompson
ACUSD, Superintendent  Board of Trustee, President

Sean Snider  Jared Critchfield
ACUSD, Assistant Superintendent  ACUSD, Assistant Superintendent

Todd Peterson  Joe Horacek
School Site Council President  School, Principal
INTRODUCTION

This Plan represents the Comprehensive School Safety Plan (CSSP) for Plymouth Elementary 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 35294.29 €).

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
Plymouth Elementary School takes proactive measures to protect the safety of all of our students and staff members:
• District/School representatives attend safe school trainings 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>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of current status of school crime</td>
<td>Not applicable</td>
<td>Safe School Plan</td>
</tr>
<tr>
<td>Identified programs and strategies to provide school safety</td>
<td>Not applicable</td>
<td>Safe School Plan</td>
</tr>
<tr>
<td>Procedures for reporting child abuse</td>
<td>BP/AR 5141.4</td>
<td>Safe School Plan</td>
</tr>
<tr>
<td>Comprehensive Safety Plan</td>
<td>BP/AR 0450</td>
<td>Safe School Plan</td>
</tr>
<tr>
<td>Media Relations</td>
<td>BP 1112</td>
<td>Safe School Plan</td>
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<tr>
<td>Visitors/Outsiders</td>
<td>BP/AR 1250</td>
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<tr>
<td>Campus Security</td>
<td>BP/AR 3516</td>
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</tr>
<tr>
<td>Disruptions</td>
<td>BP/AR 3516</td>
<td>Safe School Plan</td>
</tr>
<tr>
<td>Emergency and Disaster Preparedness</td>
<td>BP/AR 3516</td>
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<tr>
<td>Staff Development</td>
<td>BP/AR 4131/4231</td>
<td>Safe School Plan</td>
</tr>
<tr>
<td>Employee Security</td>
<td>BP/AR 4158/4258/4358</td>
<td>Safe School Plan</td>
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<tr>
<td>Parents Rights &amp; Responsibilities</td>
<td>BP/AR 5020</td>
<td>Safe School Plan</td>
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<tr>
<td>Bullying</td>
<td>BP/AR 5131.2</td>
<td>Safe School Plan</td>
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<tr>
<td>Weapons &amp; Dangerous Instruments</td>
<td>BP/AR 5131.7</td>
<td>Safe School Plan</td>
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<tr>
<td>Gangs</td>
<td>AR 5136</td>
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</tr>
<tr>
<td>Positive School Climate</td>
<td>BP 5137</td>
<td>Safe School Plan</td>
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<tr>
<td>Conflict Resolution/Peer Mediation</td>
<td>BP 5138</td>
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<tr>
<td>Child Abuse Prevention and Reporting</td>
<td>BP/AR 5141.4</td>
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<tr>
<td>Safety</td>
<td>BP/AR 5142</td>
<td>Safe School Plan</td>
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<tr>
<td>Discipline</td>
<td>BP/AR 5144</td>
<td>Safe School Plan</td>
</tr>
<tr>
<td>Suspension/expulsion procedures</td>
<td>BP/AR 5144.1</td>
<td>Safe School Plan</td>
</tr>
</tbody>
</table>
### Suspension/Exclusion Procedures

<table>
<thead>
<tr>
<th>Topic</th>
<th>Code</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension/expulsion procedures</td>
<td>BP/AR 5144.2</td>
<td>Safe School Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>District Website</td>
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<tr>
<td>Questioning &amp; apprehension</td>
<td>BP 5145.11</td>
<td>Safe School Plan</td>
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<tr>
<td>by Law Enforcement</td>
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<td>District Website</td>
</tr>
<tr>
<td>Search and Seizure</td>
<td>BP 5145.12</td>
<td>Safe School Plan</td>
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<td></td>
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<td>District Website</td>
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<tr>
<td>Procedures to notify teachers</td>
<td>BP/AR 4158/4175</td>
<td>Safe School Plan</td>
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<tr>
<td>of dangerous students</td>
<td></td>
<td>District Website</td>
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<tr>
<td>Policy on sexual harassment</td>
<td>BP/AR 5145.7, 5145.3,</td>
<td>Safe School Plan</td>
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<tr>
<td></td>
<td>5145.4</td>
<td>District Website</td>
</tr>
<tr>
<td>Schoolwide dress code</td>
<td>Not Applicable</td>
<td>School Handbook</td>
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<tr>
<td></td>
<td></td>
<td>District Website</td>
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<tr>
<td>Safe ingress and egress procedures</td>
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<td>Safe School Plan</td>
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<td>District Website</td>
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<tr>
<td>Suicide Prevention</td>
<td>BP/AR 5141.52</td>
<td>Safe School Plan</td>
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<td></td>
<td></td>
<td>District Website</td>
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<tr>
<td>Hate crime policies and procedures</td>
<td>BP/AR *</td>
<td>Safe School Plan</td>
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<td></td>
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<td>District Website</td>
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<tr>
<td>Emergency Operations Plan</td>
<td>Not Applicable</td>
<td>Safe School Plan</td>
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<td></td>
<td></td>
<td>Individual Staff Binders</td>
</tr>
</tbody>
</table>

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.

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.
Attendance Rates
Plymouth Elementary School 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.

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 the 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 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 a mandatory work place 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](https://www.caschooldashboard.org/reports/03739810000000/2019/conditions-and-climate#local-indicators)
School Board Policy Statement

The Plymouth Elementary School Comprehensive School Safety Basic Plan operates within the framework of the approved ACUSD School Board policies.

Situation Overview/Hazard Analysis Summary

1. Office Population
Plymouth Elementary School is currently located at 18601 Sherwood Drive, Plymouth, CA. There are 18 classrooms in 10 one story buildings.

2. School Population

a. General Population Plymouth Elementary School is a comprehensive TK-6 school located at 18601 Sherwood Drive, Plymouth, CA. Additionally, there is a State Preschool and an Extended Learning Program.

b. Special Needs Population

Plymouth Elementary School is committed to the safe evacuation and transport of students and staff with special need on each school site. The special needs population includes students/staff with:

- Limited English proficiency,
- Cognitive or emotional disabilities,
- Deafness or hearing loss

There are ramps leading to every portable building.
3. Building Information

Plymouth Elementary School is located at **18601 Sherwood Drive, Plymouth, CA.** The site includes 10 buildings on the site and 1 parking lot (staff, visitor).

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 shutoffs 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

<p>| Urban and Wildfire | 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. |
| Severe Weather | Rain, snow, lightning and high winds 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, Cal Trans, Plymouth Elementary School, and the California Highway Patrol work together to determine school closures as needed. |</p>
<table>
<thead>
<tr>
<th><strong>Flood</strong></th>
<th>Flooding is a natural feature of the climate, topography, and hydrology of Plymouth Elementary School and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.</th>
</tr>
</thead>
</table>
| **Hazardous Materials** | Hazardous materials incidents may occur anywhere and at any time in Amador County. The potential for a hazardous materials incident in 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 or 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 compacted 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 Plymouth Elementary School, like any educational site, it is vulnerable to intruders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrorism</td>
<td>Plymouth Elementary School, 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>
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</table>
Dam Break

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 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.
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. Plymouth Elementary School 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. Plymouth Elementary School 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. Plymouth Elementary School 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. Plymouth Elementary School was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting 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 Plymouth Elementary School. 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 Plymouth Elementary School 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 Plymouth Elementary School 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 Plymouth Elementary School 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, Plymouth Elementary School 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, Plymouth Elementary School 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.
Plymouth Elementary School 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. Plymouth Elementary School 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. Plymouth Elementary School 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. Plymouth Elementary School 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, Plymouth Elementary School 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 Plymouth Elementary School 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: Plymouth Elementary School

- 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 Plymouth Elementary School 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 location 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
  - Torie Gibson

Establishes incident objectives and directs all response actions

Incident Commander
- Joe Horacek, Principal

Operations Section
- Joe Horacek, Principal
- Danae Boyce, teacher
- Sara Holmes, Admin. Assist.

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

Planning Section
- Greg West, Maint. 1
- Todd Peterson, teacher

Activated, only as needed, to support the incident response directed by the Operations Section.

Logistics Section
- Lolly Cerqueira, teacher
- Lisa Neville, teacher

Finance/Administration Section
- Sara Holmes, Admin. Assist.
- Vicky McHenry, Attendance
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 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. Plymouth Elementary School 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 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

<table>
<thead>
<tr>
<th>Strike Team</th>
<th>Potential Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis Intervention Team</td>
<td>The Crisis Intervention Team is deployed from Amador County Mental Health</td>
</tr>
<tr>
<td></td>
<td>• Assessing need for onsite mental health support.</td>
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<tr>
<td></td>
<td>• Determining need for outside agency assistance.</td>
</tr>
<tr>
<td></td>
<td>• Providing onsite intervention/counseling.</td>
</tr>
<tr>
<td></td>
<td>• Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.</td>
</tr>
<tr>
<td>Student Release Team</td>
<td>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner.</td>
</tr>
<tr>
<td></td>
<td>Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</td>
</tr>
<tr>
<td></td>
<td>• Setting up secure reunion area.</td>
</tr>
<tr>
<td></td>
<td>• Checking student emergency cards for authorized releases.</td>
</tr>
<tr>
<td></td>
<td>• Completing release logs.</td>
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<tr>
<td></td>
<td>• Coordinating with the Public Information Officer on external messages.</td>
</tr>
</tbody>
</table>

3. **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.

4. **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 center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree 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)**

Plymouth Elementary School 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 Plymouth Elementary School 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. Plymouth Elementary School 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

Plymouth Elementary School 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 Plymouth Elementary School 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.
   - E-messenger is a phone system 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 Plymouth Elementary School District Office
     - Cell phone call directly to Superintendent/Associate Superintendent
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 Plymouth Elementary School 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, Plymouth Elementary School 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 and a presentation delivered at Back–to–School Night, Open House, or at School Site Safety and Preparedness night. 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 Plymouth Elementary School office.

In the event of an incident, Plymouth Elementary 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 on 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 Plymouth Elementary 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 Plymouth Elementary School 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 meeting 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. Plymouth Elementary 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.
- Plymouth Elementary School will advise the District and County Office of recovery status.

Plymouth Elementary 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 Plymouth Elementary 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 Web site.
• 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, Plymouth Elementary 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 Plymouth Elementary School. 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

Plymouth Elementary 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 Plymouth Elementary 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 Plymouth Elementary 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 Plymouth Elementary 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 is plan by March 1 every year thereafter.”
The Plymouth Elementary School 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

Plymouth Elementary School 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.

Plymouth Elementary School 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 Web site. **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 Plymouth Elementary 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 to 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 program 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

Plymouth Elementary School 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 program 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.

Plymouth Elementary School reviews appropriate sources of data to identify school safety issues.

- As a measure of school climate the California Health 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:

- Sanford Harmony and Second Step K-8 bully prevention curriculum is made available through Plymouth Elementary School.
- Plymouth Elementary School provides training in the Positive Behavior Intervention and Support (PBIS) model. Plymouth Elementary School is in Tier II of PBIS. Data is used to determine both behavior and process needs to make decisions for intervention based on findings.
- Amador County Mental Health Services, NEXUS, and Sierra Family Services work collaboratively with Plymouth Elementary School 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. Some Plymouth Elementary School faculty has 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, and appropriate referral systems for student support).
- 7 Habits of Happy Kids curriculum is shared with students during morning announcements.
- Some teachers have been trained in Mindful Schools Curriculum.

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 42
- Building Evacuation – Page 44
- Off-Site Evacuation – Page 47
- Lock Down – Page 49
- Shelter in Place – Page 51
- Reverse Evacuation – Page 53
- Directed Transportation – Page 55
- Student Release Reunification – Page 57

Continuity of Operations (COOP) Procedures – Page 61

Recovery: Psychological Healing Procedures – Page 67
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 head between knees. If there is no suitable furniture nearby, cover 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 location.
- 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 attendance register log, first aid kit, and walkie-talkie and instructs students to exit to pre-determined location using the designated evacuation routes.
- Teacher checks outside room for safety of evacuation route.
- Teacher is the last person to exit the room and closes the door.
- If at all possible, Teacher moves to 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 location and an accounting of students.
- When directed by the principal and/or when it is safe to do so, staff and students will return to 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 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 individual 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 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 of-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 attendance register log, first aid kit, and walkie-talkie and instructs students to exit to pre-determined location 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 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 Principal/Designee when contacted.
- There is no 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 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 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 dismissal bell rings. (Pause) DIRECTED TRANSPORTATION when 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 emergency 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.

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 status of missing students.

TEACHER and STAFF ACTIONS:

- Evacuate students to designated area, with students grouped as determined by district or school site.
- Take roll by distributing pre-labeled nametags to each student.
- Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags 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 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 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 back of 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 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 COUSELOR (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 student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
- Retrieve student and escort him/her to 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 Student Release Form, gives to 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 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 student with an sticker or “X” on hand in colored marking pen so security personnel can check that student is authorized to leave.
If student is with class in the Assembly Area:
1. Runner shows Student Release Form to the teacher.
2. Teacher marks box, “Sent with Runner.”
3. Runner walks student to Release Table
4. Runner hands 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 Student Released Form.
   - “Absent” if student was not in school that day.
   - “First Aid” if student is at First Aid Station
   - “Missing” if 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 runner accordingly.
4. Parent should be notified of missing student status and escorted to Crisis Counselor.
   - If student is in First Aid, parent should be escorted to Medical Treatment Area.
   - If student was marked absent, parent will be notified by 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 Plymouth Elementary School 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 Plymouth Elementary School.

The COOP procedures outline actions needed to maintain and rapidly resume essential academic, business, and physical services after an incident. Plymouth Elementary School 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).  
Rerevaluate 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 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 will be 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.

C. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be the District Office. Contingent alternative facilities are listed below:
### Alternate Facility

<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>TBD</td>
<td>Plymouth Elementary School</td>
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</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 Plymouth Elementary School backup data.

**E. Interoperable Communications/Backup Sites**

Plymouth Elementary School may 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, the first option for relocation will be determined based on availability.
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 student 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.
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 SYSTEM (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.
Pymouth Elementary School
Incident Management Team Roles

**Incident Commander:** Joe Horacek  
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:** Danae Boyce

- 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:** Lisa Neville

- 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:** Torie Gibson

**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.
Amador Public Schools – Plymouth Elementary School Comprehensive Safety Plan

Liaison: Sara Holmes

- 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
- Makes sure communication system is functioning.
- May have to establish “messengers” if communication cannot be established.

Operations

**Security:** Todd Peterson, Greg West
- Secure ingress/egress
- Direct First Responders
- Direct Traffic

**First Aid:** Lindsay Whitchurch, Debbie Guidera, Bev Rogers
- 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:** Lolly Cerqueira
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:** Audrie Ballard, Vicky McHenry
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:** Seamus McHenry
- Arranges for cars or buses
- Supervises loading, moving of cars or buses
- May have to arrange alternative transportation
Assembly Team: Greg West, Bonnie Miller
- 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 Rest rooms always an issue

Student Release: Bonnie Miller, Erika Chavira, Becky Lane
- 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: Becky Lane, Seamus McHenry
- Dispense hand held radios

Fire suppression: Becky Lane, Seamus McHenry
- Retrieve and distribute hoses, shovels, etc. – deliver to shelter in place building
- Retrieve fire extinguishers – deliver to Shelter in Place building

Medical Supplies: Becky Lane, Seamus McHenry
- Retrieve Medical Trauma bags and move to designated Medical Treatment Area

Food/Water Supplies: Becky Lane, Seamus McHenry
- 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 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.
2. Busses 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 Main Office area of school to begin walk or load 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 busses 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 Main Office of school to begin loading busses 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 system: phone call, email, and texts of important updates.

2. CodeRed: sends alerts to mobile devices
   • If Life/Safety, call 9-1-1.

3. https://kvgcradio.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.

**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 system!
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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

Board Policy 0450

Philosophy, Goals, Objectives and Comprehensive Plans

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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

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)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

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
1164-11174.3 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
Practical Information on Crisis Planning: A Guide for Schools and Communities, January
2007
U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Threat Assessment in Schools: A Guide to Managing Threatening Situations and to
Creating Safe School Climates, 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss
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.schoolecrisisresponse.com
National School Safety Center: http://www.schoolsafety.us
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
4. A representative of each teacher organization at the school

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

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

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)
(cf. 5112.5 - Open/Closed Campus)
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)

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