

Comprehensive School Safety Plan SB 187 Compliance Document

**2014-2015
School Year**

School: Indian Diggings Elementary School
CDS Code: 09618956005524
District: Indian Diggings Elementary School District
Address: 6020 Omo Ranch Rd.
Somerset, CA 95684-9209
Date of Adoption: August 11, 2010

Approved by:

Name	Title	Signature	Date
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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

Assessment of school crime committed on school campuses and at school-related functions

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

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

A copy of the Comprehensive School Safety Plan is available for review at the District Office.

Safety Plan Vision

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

Components of the Comprehensive School Safety Plan (EC 32281)

Indian Diggings Elementary School Safety Committee

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

1. Administration
2. Staff
3. Parent

Assessment of School Safety

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

School safety data sources included:

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

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

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

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

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

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

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

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

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

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

Disaster Plan (See Appendix C-F)

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

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

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Indian Diggings School District's Suspension/Due Process Policy (AR 5144.1) can be found in the Indian Diggings School District Policies, Regulations, Bylaws manual, located in the superintendent/principal's office.

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

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

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

The Indian Diggings School District's harassment policy (BP5145.7) can be found in the Indian Diggings School District Policies, Regulations, Bylaws manual, located in the superintendent/principal's office.

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

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

Superintendent/Principal

6020 Omo Ranch Rd.

Somerset, CA 95684

Phone- 530-620-6546

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

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

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

Those items of dress considered inappropriate for school wear are form fitting short shorts, cut offs, spandex clothing (When the teacher deems it inappropriate: This will be judged by the teacher on a case to case basis), half-shirts, midriff blouses, transparent and net shirts, tank tops, spaghetti strap tops, shirts and hats with profane remarks and drug-alcohol advertisement. It is our goal not to spend a lot of time clarifying what children may wear... Support and close supervision by parents usually guides students as to what to wear.

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

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

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

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

Visitors on Campus

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

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

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

Component:

Health & Safety

Element:

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

Opportunity for Improvement:

Staff and volunteers must keep current with first aid and CPR training. In addition, the school has insufficient classroom first aid, biohazard handling and disposal, and defibrillation equipment and supplies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To provide a first response to medical emergencies within the limits of training and to protect staff, volunteers and students from bio-hazardous materials.	Provide first aid, CPR and blood-borne pathogen training for staff and interested community members, purchase and maintain school first aid, biohazard handling and disposal, and defibrillation equipment and supplies.	LCFF Basic Funding	Superintendent/ Principal	Staff training will occur every other year and will be confirmed through pay warrants by the Superintendent.

Component:

Social and Emotional Growth

Element:

Social and Emotional training curriculum

Opportunity for Improvement:

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

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

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Indian Diggings Elementary School Student Conduct Code

See the Indian Diggings Behavior Expectations for students in the appendix. Parents are to go over these expectations with their student each year. They will be taught by staff during the beginning of the year and will be reviewed throughout the year. You will also see them posted in areas around the school.

Conduct Code Procedures

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

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

BEHAVIOR EXPECTATIONS

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

- Be Safe
- Be Respectful
- Be Responsible

REWARDS FOR POSITIVE BEHAVIOR

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

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

DISCIPLINE PROCEDURES

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

- Time Out: Time out of class spent in another room or the Office. The student goes directly to the designated location. The student on Time Out may not disrupt the environment to which he/she is assigned. Disruption will result in further consequences.
- Detention: Loss of free-time privileges. The student eats and spends his/her free time under adult supervision in a designated location. The child will be given time for a break.
- Contracts: From time to time, contracts are established to train behavior and focus on behavioral changes that will support the student in reaching his/her educational goals. Contracts may be written for an individual student or a group of children and may include such modifications as loss of recess or some other form of redirection.

(J) Hate Crime Reporting Procedures and Policies

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

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

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

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

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

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

Safety Plan Review, Evaluation and Amendment Procedures

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

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

Safety Plan Appendices

Emergency Contact Numbers

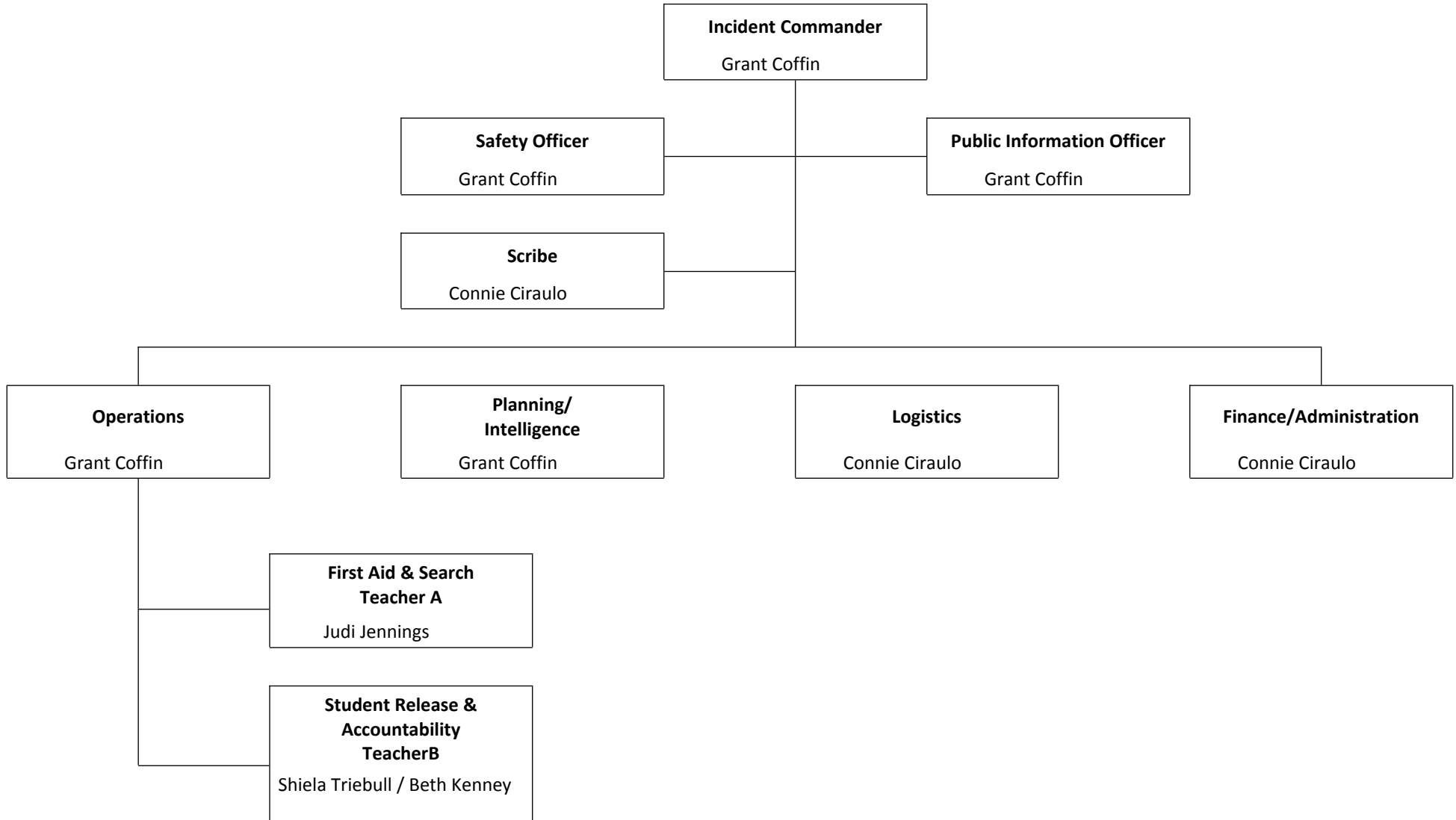
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
American National Red Cross	Red Cross	(916) 993-7070	
School District	Pioneer Union School District	(530) 620-3556	
Law Enforcement/Fire/Paramedic	El Dorado Sheriff	(530) 621-5655	
Law Enforcement/Fire/Paramedic	Pioneer Fire Protection District	(530) 620-4444	
Local Hospitals	Marshall Medical Center	(530) 622-1441	
City Services	El Dorado Co. Department of Human Services	(530) 621-6150	
City Services	El Dorado Co. Child Protective Services	(530) 642-7100	
City Services	El Dorado Co. Mental Health	(530) 621-6290	
City Services	El Dorado Co. Department of Transportation	(530) 621-5900	
Public Utilities	PG&E	(800) 743-5000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)

Indian Diggings Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

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

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

Step Three: Determine the Immediate Response Action

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

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

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- Duck & Cover: Immediately instruct students and staff to protect themselves by moving into a “duck & cover” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a “duck & cover” position. Make the announcement even if the immediate crisis has passed.
- Shelter in Place: Immediately instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- Lock Down: Immediately instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- Evacuate Building: Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area.
- Evacuate Campus: Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.

- All Clear: Notify staff and students that normal school operations should resume.

Types of Emergencies & Specific Procedures

Aircraft Crash

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

Animal Disturbance

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

Armed Assault on Campus

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

Biological or Chemical Release

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

Bomb Threat/ Threat Of violence

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. During a bomb threat, cellular phones and/or handheld radios should not be used because their transmission could set off a radio-controlled bomb. The fire alarm and school bells should also be silenced so that they do not set off a radio-controlled bomb. Do not turn on or off the electricity to a building because this could set off a photoelectric bomb. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, Evacuate Building, or Evacuate Campus.

Bus Disaster

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

Disorderly Conduct

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

Earthquake

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

Explosion or Risk Of Explosion

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

Fire in Surrounding Area

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

Fire on School Grounds

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

Flooding

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

Loss or Failure Of Utilities

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

Motor Vehicle Crash

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

Psychological Trauma

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

Suspected Contamination of Food or Water

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

Unlawful Demonstration or Walkout

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

Emergency Evacuation Map